LCFF Budget Overview for Parents

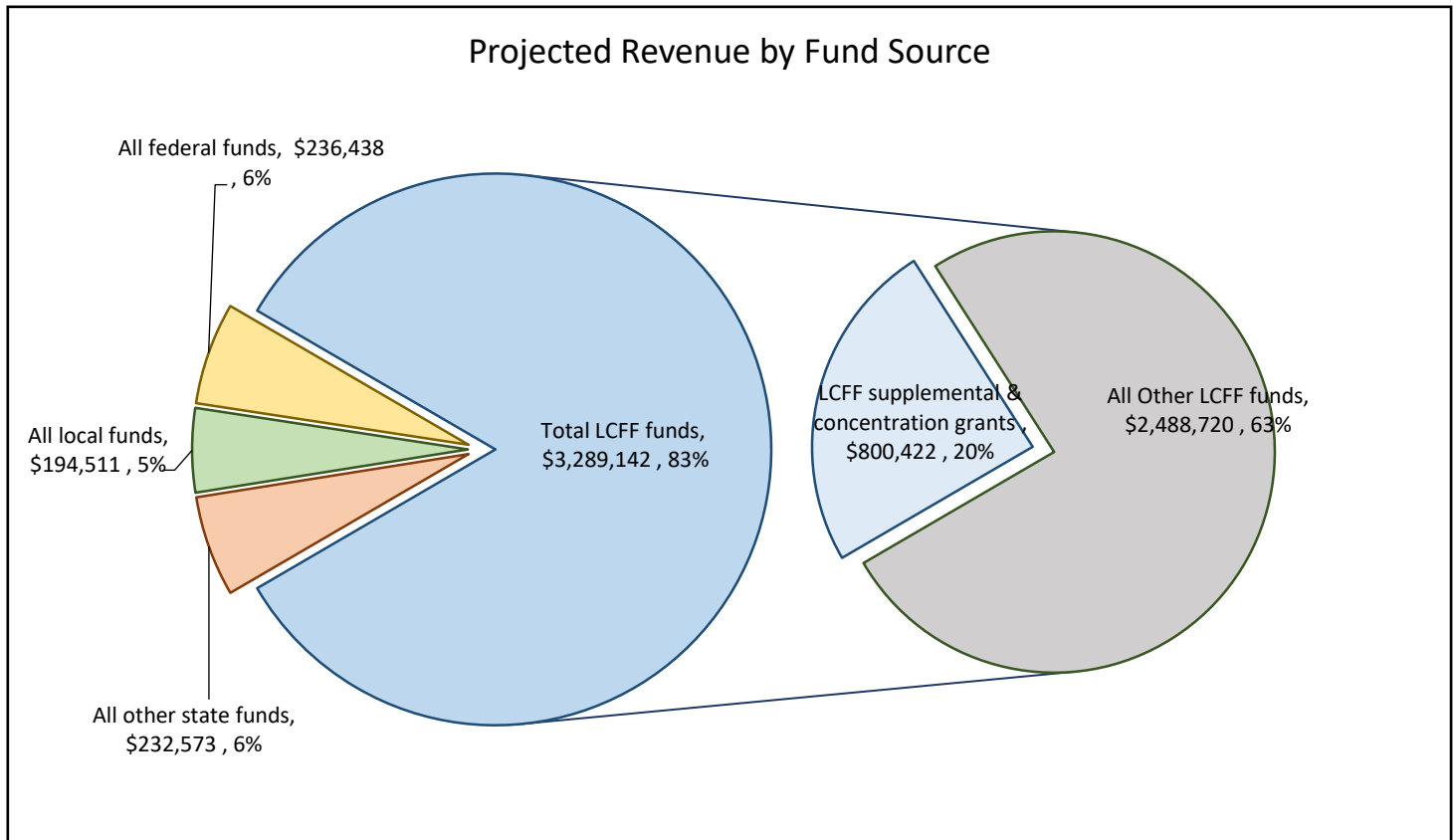Local Educational Agency (LEA) Name: Riverside County Education Academy

CDS Code: 33-103300-125237

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jill McCormick

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $236,438 , 6%

All local funds, $194,511 , 5%

All other state funds, $232,573 , 6%

Total LCFF funds, $3,289,142 , 83%

LCFF supplemental & concentration grants, $800,422 , 20%

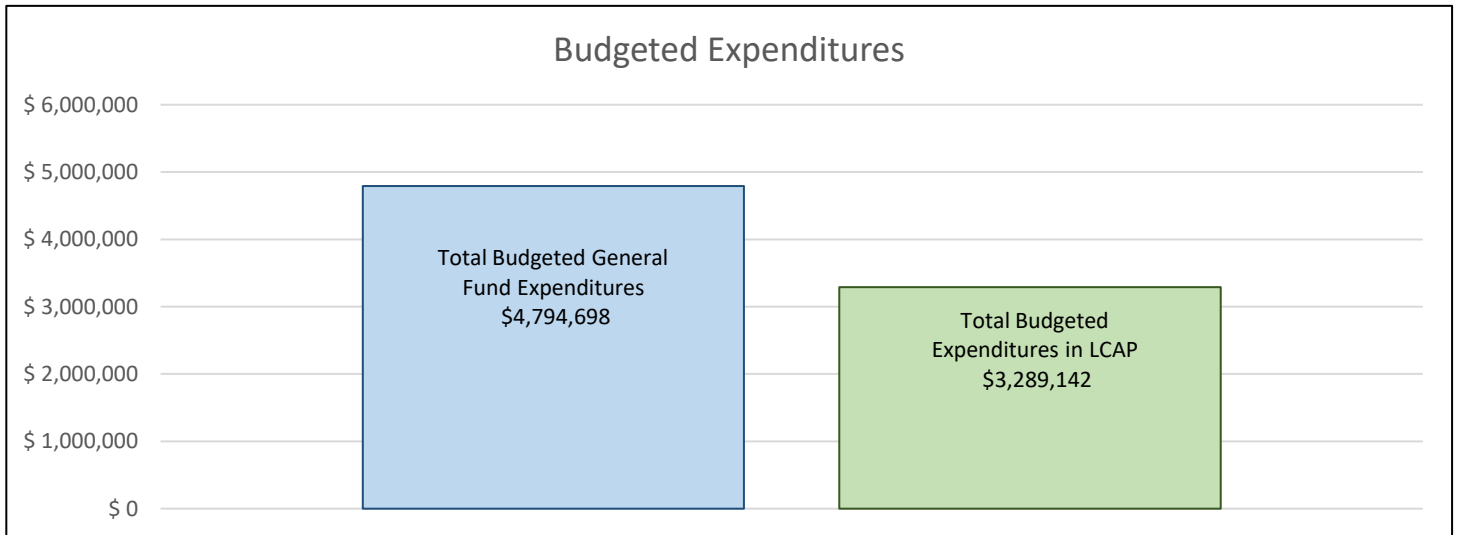All Other LCFF funds, $2,488,720 , 63%

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

The total revenue projected for Riverside County Education Academy is $3,952,664.00, of which $3,289,142.00 is Local Control Funding Formula (LCFF), $232,573.00 is other state funds, $194,511.00 is local funds, and $236,438.00 is federal funds. Of the $3,289,142.00 in LCFF Funds, $800,422.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures

Total Budgeted General Fund Expenditures $4,794,698	Total Budgeted Expenditures in LCAP $3,289,142

Chart axis: $ 6,000,000 / $ 5,000,000 / $ 4,000,000 / $ 3,000,000 / $ 2,000,000 / $ 1,000,000 / $ 0

This chart provides a quick summary of how much Riverside County Education Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Riverside County Education Academy plans to spend $4,794,698.00 for the 2019-20 school year. Of that amount, $3,289,142.00 is tied to actions/services in the LCAP and $1,505,556.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
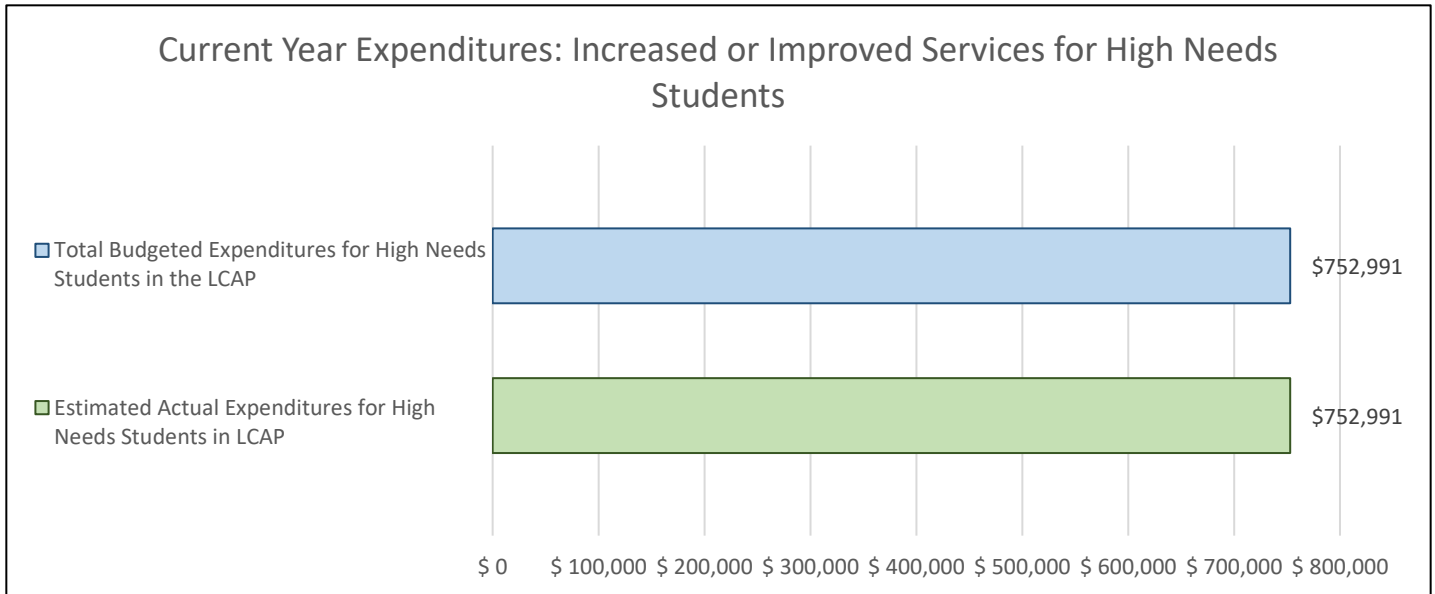
General fund expenditures include operating expenditures such as utilities, capital project expenditures, and materials and supplies necessary to operate the charter school. Operating costs also include salary and benefit costs for our employees not specifically outlined in the LCAP including custodians, facilities staff, district and site support staff, and management staff.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Riverside County Education Academy is projecting it will receive $800,422.00 based on the enrollment of foster youth, English learner, and low-income students. Riverside County Education Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Riverside County Education Academy plans to spend $800,422.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$752,991
Estimated Actual Expenditures for High Needs Students in LCAP	$752,991

(Chart x-axis: $ 0, $ 100,000, $ 200,000, $ 300,000, $ 400,000, $ 500,000, $ 600,000, $ 700,000, $ 800,000)

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

In 2018-19, Riverside County Education Academy's LCAP budgeted $752,991.00 for planned actions to increase or improve services for high needs students. Riverside County Education Academy estimates that it will actually spend $752,991.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Riverside County Education Academy	Jill McCormick, Program Specialist	<u>jmccormick@rcea.us</u> 951-973-0390 x3003

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Riverside County Education Academy (RCEA) is a public, military themed charter school, providing classroom based instruction to students in grades 9-12. The Moreno Valley site opened in the 2011-12 school year,and has grown to serve 250 students from Moreno Valley and the surrounding area. RCEA Moreno Valley still plans to expand.

Riverside County Board of Education is the charter's authorizer. Because RCEA is a charter that serves at risk students otherwise served by Riverside County Office of Education, the CDS code for RCEA Moreno Valley was issued accordingly, which places RCEA Moreno Valley on the Dashboard Alternative School Status (DASS) list. The DASS status and small population have an influence on the Dashboard indicators. For example, the graduation rate is calculated differently for DASS than traditional schools.

For 2018, the majority of RCEA students (92%) are socioeconomically disadvantaged, 13% were EL, 15% are students with disabilities, and 1.2% are foster or homeless youth.

RCEA is built on rigor, relevance, and relationships. The vision is to provide an educational environment that enables all students to acquire knowledge, learn leadership skills, and develop the attitudes necessary to reach their full potential. The environment is structured, as evidenced in the military courtesies and behaviors students demonstrate. It is also more intimate, as evidenced by the access parents have and in the 25:1 student teacher ratio in core courses. Small class sizes provide teachers more opportunities to support diverse student needs and student subgroups, including English learners (EL), students with disabilities, and foster youth.

All core courses are A-G approved. The AVID program at RCEA supports the use of AVID strategies to help students be better prepared for their post-secondary goals. Additionally, RCEA has provided students with guest speakers, presentations, and field trips to explore those goals further.

LCAP Highlights

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

The 2019-20 LCAP continues the goals and actions of prior year's LCAP. Reviewing the data and consulting with stakeholders affirmed that RCEA maintain the course of direction.

Goal 1 - Ensure that all students have access and enrollment in required course of study to graduate college and career ready.

- 100% highly qualified teachers, no misassignments
- 2 EL students were reclassified to RFEP, a first for RCEA
- Almost 30% of students made the fall Honor Roll

Goal 2 Improve Student Engagement and School Climate Outcomes

- Decreased suspension rate by 8% for all students, by 18% for SWD
- Attendance is projected to increase by about 3%
- Graduation rate is increased by 10%

Goal 3 Increase parental communication and engagement through use of bilingual service to provide materials in English and Spanish

- Parent Advisory Council (PAC) had monthly meetings

Review of Performance

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

Greatest Progress

As evidenced on the Dashboard, RCEA has maintained a strong graduation rate and increased by 10%. There has also been a decrease in the suspension rate for all students of almost 8%, and a decrease of almost 18% for students with disabilities. Defiance incidents are also down by 7%.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

As evidenced on the Dashboard, academic performance in both ELA and math are great areas of need of significant improvement. RCEA needs to provide more support and interventions to improve progress toward meeting standards in both ELA and math. For 2019-20, interventions and professional development will focus on supports and strategies to improve student performance.

There is also a need for improvement in parent engagement. Although there are multiple opportunities for parent participation, 2018-19 experienced a drop in parent participation in metrics. The existing actions/services need to be enhanced to expand parent outreach efforts and get them involved.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the Dashboard, none of the indicators show a gap of 2 or more performance levels among student groups. This may be attributed in part to the small population at RCEA.

Indicators that do have a gap of a single performance level will be monitored. For 2018 this only includes the indicator for suspensions in which 3 student groups are orange, including EL and SWD, and 2 are yellow.

EL and SWD data is not disaggregated or does not differ from "all students" for the other Dashboard performance indicators.

Comprehensive Support and Improvement

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

Schools Identified

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

The school is not identified for CSI

Support for Identified Schools

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

The school is not identified for CSI

Monitoring and Evaluating Effectiveness

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

The school is not identified for CSI

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Ensure that all students have access and enrollment in required course of study to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 4 7

Local Priorities: Basics, Implementation of Academic Standards

Annual Measurable Outcomes

Expected	Actual
RCEA needs to prepare students to be college and career ready. Through the enrollment in appropriate classes that will prepare them for college. We want to ensure students are enrolled in A-G approved courses that provide students with the rigor and challenges that prepare them for post-secondary options. We need to continue to provide students with access to advance placement classes through teacher preparation and increase the offerings of AP classes. We will prepare students to maximize their performance in state testing. We want to make sure our EL students are making strides towards being proficient through instructional strategies that help students perform better in their CELDT testing by establishing a baseline reclassification rate and incorporating targeted strategies to address their needs. We want to make sure our teachers are highly qualified while maintaining the proper ratio so all students have access to instructional materials.	The 2017-18 LCAP Expected Outcome only provided an overview of the goal. The Actual Outcomes have quantifiable results and are detailed in the Actual Actions. The Actual Outcomes include: - 100% of students are enrolled in A-G courses and have access to AVID courses - There are 0 teacher misassignments - Teachers are provided dedicated, monthly opportunities to collaborate - 2 EL students were reclassified to RFEP - Students meeting ELA standards on SBAC decreased by 10% - Students meeting math standards on SBAC decreased by 2%, no students met the math standard - AP program was suspended due to lack of student interest

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addenda as needed.	Science courses determined but not mapped and ready for A-G submission.	0	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.	Previously trained staff members work with teachers on A-G course submissions. There was no conference offered in the 2018-19 year. Updates on any changes are received by the CMP administrator. The CMP administrator will train and support staff on A-G submissions as needed.	1400	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives.	No new elective courses fit criteria for section G of A-G this school year.	0	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students grade 9-10 will be enrolled in intervention classes for English Language Arts or Mathematics, as appropriate.	Intervention class was suspended for the 2018-19 school year. The efficacy of multiple intervention plans are being reviewed for next school year. Math and literacy skills will be the focus for intervention programs.	7500	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will review pacing guides to ensure the curriculum being taught is aligned with what students should know on the Smarter Balance test.	Teachers have worked with instructional coaches on refining pacing guides and aligning classroom content with CCSS standards. They have also been trained on the suite of CAASPP assessments and the Digital Library. Some teachers have included resources from the Digital Library in the classroom. Math and ELA teachers assisted with administering and hand scoring and interim assessment (ICA) mid-year to assess student growth.	0	1616

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Science teachers will begin working on the Next Generation Science Standards and create new science class sequence. Every 9th grader will be enrolled in Biology.	Science teachers have attended training and worked with the instructional coach to consider ways to transition courses to align with NGSS. Different course sequence models have been reviewed to determine the best fit for RCEA - a	0	575

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	modified science domain 3 course model. All 9th graders were enrolled in Biology at the start of the year.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELA teachers will receive training on learning strategies in reading and writing EAP context.	ELA teachers have worked with instructional coaches on reading and writing strategies. ELA teachers have also been trained in AVID and ERWC (AVID expenditures included with action #9)	0	0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English 11 teachers will incorporate common assessment writing prompts to monitor student progress and assess student's writing.	ELA teachers refined and administered common benchmark assessments for all grade levels to monitor student progress throughout the school year. Standardized interim assessments were administered in math and ELA. Substitute teachers were brought in so the teams could collaborate on scoring calibration (expenditure included with Action #5)	0	0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AVID Conference participation for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.	New AVID elective teachers and content teachers attended the AVID Summer Institute. AVID strategies are incorporated in core content areas.	22000	30000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Incorporate AVID writing strategies to prepare students for EAP.	AVID writing strategies were implemented in the AVID elective and in core classes. This action is in conjunction with Action #7.	0	0

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AVID tutors to assist AVID students with class work and preparation for college.	Senior and peer tutors were trained by AVID elective teachers to assist AVID students and facilitate tutorials.	18000	0

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Send teachers to AP training for US History and English Language and Biology.	Teachers did not need additional AP training for the 2018-19 school year.	4500	0

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase supplemental material to prepare students for AP English Literature and US History AP classes.	AP courses were not offered in 2018-19 due to a lack of student interest, so materials were not needed.	9000	0

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase textbooks and classroom supplies for two new AP Classes.	No new AP courses were added, so new materials were not needed.	10000	0

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Send staff to training for CELDT.	Assessment coordinator attended multiple ELPAC trainings, including a Train the Trainer workshop provided by CDE. The coordinator trained and calibrated the ELPAC testing team.	1000	0

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pay for additional staff to administer and coordinate CELDT testing.	ELPAC testing occurred within the master testing schedule, which coincided with other test administrations. Trained staff administered the ELPAC. A minimum number of substitutes were required to assist with non-testing supervision for the testing block.	1000	2424

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pay staff extra duty for individual student conferences prior to CELDT to review student progress and how they can reclassify and the benefits of being reclassified.	Individual conferences were not held prior to ELPAC administration. The purpose of ELPAC, the process and benefits of reclassification were discussed with students in group settings.	1000	0

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will collaborate to review test data and determine students that meet CELDT requirements of reclassification.	Staff will follow the charter's requirements to reclassify students, which includes input from ELA teachers, parents, and other data. EL student progress data was reviewed with the 2018 ELPAC data. Two students were reclassified.	10000	0

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reward students who have been reclassified with an awards ceremony.	Two students met the reclassification criteria. Their work was recognized in front of the whole school at formation.	500	0

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students who are designated at a 1 or a 2 in their CELDT test will be scheduled in an English Language Development class	An ELD class and Rosetta Stone were not implemented. ELD interventions are being reviewed for consideration next year.	600	0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
where the Rosetta Stone program will be used as a support to their language development curriculum.			

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor staff qualifications.	Staff qualifications and assignments are monitored by administration. There were 0 misassignments. Opportunities for professional development are communicated or provided as needed.	0	0

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.	Replacement math books (consumables) were purchased. Samples of science and math books are being reviewed for future implementation. Other texts did not require replacement. Purchased scientific calculators to maintain a 1:1 ratio for math students.	10000	0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The first goal emphasizes college and career readiness for RCEA students. Many of the actions implemented seek to address the level of rigor and standards proficiency that is expected of students entering college. Standards based courses and assessments are implemented to varying degrees of consistency, and more work is needed to achieve full implementation of the actions to achieve the goal.

All core courses and some electives are A--G approved. Science teachers are adjusting courses to align with the 3 course model in CA NGSS. They are in the process of mapping the CA NGSS courses to submit for A-G approval. All ELA teachers have been certified and implement ERWC curricular units.

All AVID elective teachers attended the Summer Institute to ensure that the AVID curriculum and instruction was implemented with fidelity, and to support staff as members of the Site Team to utilize AVID strategies school wide. Several teachers are incorporating digital classrooms and portfolios to supplement interactive notebooks and binders.

An assessment calendar includes benchmark assessments in the core content areas, CAASPP interim and summative assessments, PFT, ELPAC, and college entrance exams. A school wide testing day was added to coordinate college and career exams. Staff continued to use EADMS, and developed common assessment activities. Staff has received training and support in assessments, standards, and pacing from instructional coaches and the Program Specialist.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions that were completed were somewhat effective. This is evidenced in the increase in graduation rates, increased consistency of assessment activities across classrooms, and revised pacing guides that align more to the standards and proficiency benchmarks. There is opportunity for more growth toward the goal by further implementing the actions with more consistency, enhancing existing actions and services, targeting specific areas of proficiency, and addressing the needs of student sub-groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences are due to reallocation of resources in response to organizational needs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to the Expected Annual Measurable Outcomes

Adjusted to further clarify actual data for SBAC metrics. In the 2017-18 LCAP, Baseline SBAC metrics were listed as 2015-16 data but were actually from school year 2014-15. This skews the following LCAP years outcomes such that as of 2018-19 they are projected based on the most recent data. For example, the 2019-20 outcomes are based on the 2018 actual data.

Some exemplary students in the class of 2018 created an anomaly for the 2017 data. Because of the small sample size, their high scores had a significant impact on the amount of improvement seen in the results. Thus, the 2019-20 outcomes revert to the average seen in previous years.

2018 AP data was received after the 2018-19 LCAP. Corrections have been made.

New metrics on PSAT data have been added. Summative SBAC data is received late in the year and only represents 11 grade. PSATs are administered on site to 9th and 10th grade students and will provide indicators of student progress earlier in secondary instruction and earlier in the school year.

New metrics on SBAC Interim Assessments (ICA) have been added. RCEA has administered standardized ICAs for an earlier indication of student progress before the SBAC summative. This data helps guide current year instruction as well as future planning.

Changes to Goals Action & Services – Actions

Some actions from the 2017-18 LCAP are no longer relevant, have been completed, or are incorporated in other similar actions. They have been modified or discontinued accordingly.

Goal 2

Improve Student Engagement and School Climate Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3 4 5 6

Local Priorities: Basics, Parent Engagement, Local Climate Survey

Annual Measureable Outcomes

Expected	Actual
In an effort to have students better connected to school, our process of establishing need led us find variables to help students better connect with our school. We identified the maintenance and upkeep of our facility. We wanted to improve student outcome by focusing on student attendance and looking at strategies to improve student attendance. We looked at our discipline and focused on reducing suspension rates through a proactive approach of appealing to students' social emotional needs. We wanted to impact our graduation rates and focus on getting students the resources to stay on track for graduation as well as giving them resources through credit recovery to allow for students to make up credits. All stakeholders agreed that students need resources in co-curricular activities to establish connections between students and the school. We looked at various resources to address this need.	The 2017-18 LCAP Expected Outcome only provided an overview of the goal. The Actual Outcomes have quantifiable results and are detailed in the Actual Actions. The Actual Outcomes include: - Suspension rate decreased by 8% for all students and 18% for SWD - Defiance incidents have decreased by 7% so far for 2019 - Graduation rate increased by 10% - Attendance rate is increasing (projected 3%) - New teachers (6) will need support in systematic behavior program - Implemented first year of Positive Behavioral Interventions and Supports (PBIS) program

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to allocate funds for repair and maintenance to maintain facilities in good repair.	Facility repair and maintenance is included in a "use of facility" fee to RCOE for the use of the site.	20000	133466

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardiest.	Part time clerk continues to monitor attendance and be a liaison with parents. Staff was trained on attendance procedures and collaborate with office staff to ensure accurate records are maintained.	20000	33000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.	Parents and students have portal access to the student information system to monitor attendance and grades. Portal access is regularly promoted at parent meetings, on the website and kiosk, and with students. (Renewal costs of student information system is Action #9.)	0	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.	Administration communicates with students and parents to discuss strategies to promote positive attendance habits. When warranted, attendance contracts are utilized. Letters have been revised for the SARB process.	0	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel students and provide group resources in the area of anger management.	Contracted for a school-based therapist (28 hours/week) and social worker intern (2 days/week) as counseling resources for students. Also partnered with Riverside Area Rape Crisis Center to provide counseling for students as needed.	7000	59764

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (October).	Topics like cyberbullying are discussed during formation and in some classrooms. AVID classes participated in academic activities on bullying prevention.	0	0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review disciplinary data to determine staff development as it pertains to positive support for students.	Administration presents any necessary disciplinary issues at staff meetings. When appropriate additional staff development on best practices is included, and school discipline policies reviewed. In the beginning phase of establishing and implementing a PBIS program.	0	800

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to have school wide orientation for students and parents to review school rules and expectations.	All potential students and parents must attend an enrollment meeting which includes the school rules and expectations. Students and parents are requested to attend an orientation at the start of the school year which also details rules and expectations.	0	3100

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to renew student information system to allow parents access to student academic progress.	The student information system (SIS) contract was renewed. Parents can gain access to academic progress through the parent portal in the SIS. The parent and student portals are promoted at parent meetings and in classrooms.	6000	5850

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to renew APEX credit recovery program to allow students to make up credits during the school year.	Renewed APEX digital learning contract. APEX has been used for credit recovery courses during the school year and summer school. APEX curriculum has also been provided to staff as a planning resource and select students as a study resource.	19000	17200

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue practice of reviewing transcripts with students in grades 10-12.	Students transcripts are reviewed multiple times. They are initially reviewed upon enrollment/re-enrollment when creating a student schedule of classes. Student transcripts are reviewed again for students entering AVID, credit recovery, summer school and concurrent enrollment programs. All senior transcripts are reviewed for graduation status for parent meetings held in September, and again in January. Students grades 9-11 learn how to read their transcripts when they receive instruction on making course requests for the next school year.	0	0

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide extended learning opportunities in the summer for students to obtain	Summer school offered for credit recovery in two sessions. It is anticipated to have	7000	20000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
additional credits. Priority will be given to students in grades 11-12. Staff will be hired to provide students instruction.	enough staff and student interest to offer sessions in the summer of 2019.		

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will continue to support CIF Sports in football, volleyball, B/G basketball, B/G soccer, baseball, softball and track.	Participated in CIF football, volleyball, cross country, B/G basketball, B/G soccer, baseball, softball and track. Pep Squad was added this year.	10000	82900

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School will continue to support clubs on campus to connect students with various cultures, interest, college and careers. Students will participate in various field trips and activities to expose students to post-secondary community organizations.	Students participated in extra CACC activities, including summer camp, and competed against other CACC schools in military drill events. ASB participated in outreach activities to promote community participation in blood drives, and student participation in the Community Day of Service in Moreno Valley. The pep squad, Honor Guard, and Color Guard performed at various city and county events, representing the school. Floral classes prepared arrangements for special events like RCOE luncheons, weddings, and the prom. A bus of students was taken to the Historically Black Colleges and Universities Expo in Los Angeles on a Saturday field trip, and most seniors	7000	10230

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	attended the trip to Senior Day at Moreno Valley College. AVID had two college field trips to tour college campuses. Honor Roll students and Scholar Athletes were recognized at an evening family event. Scholar Athletes also attended an event through TRIO Talent Search.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The second goal emphasizes the school climate and student connection to RCEA. To this end, the actions address attendance, behavior, and extracurricular activities. Most of the actions have been implemented fully.

The attendance clerk monitors attendance and works with students and parents to promote positive attendance behaviors, and with staff to ensure accurate records are maintained. There is a process of communicating with families about habitual attendance patterns, which begins with the automated dialer.

Rules and expectations are communicated to parents and students at orientation meetings, and regularly in formation and in the classroom. Parents are contacted by teachers and administrative staff to discuss positive and negative student behaviors, and when warranted, the school-based therapist and special education expert are included.

Student participation in in extra-curricular activities remains strong. About 30% of students made the Honor Roll in the fall, and of those students many were also athletes who were doubly recognized for their hard work at the Honor Roll Ceremony. ASB worked with other clubs and the community on events like Homecoming, holiday food drive, family and AVID night, blood drives, and movie night.

Students continue to participate in military activities at RCEA. For the California Cadet Corps (CACC) inspection, the school received an overall rating of Excellent, and received a Superior rating in the Unit Discipline category which includes an in ranks inspection and drill. Students choose to participate on their own time, with roughly 70 students competing in the CACC state drill championships over the spring break, placing in 6 out of 7 categories, 3 of which were 1st place. A van of students traveled to San Louis Obispo to participate in the state level Individual Major Awards on a weekend, 2 of which were awarded top marks in their categories.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the actions have had a positive effect. This is evidenced in the increased number of students participating in sports, on the honor roll, and in military drill activities and in the decrease in suspension rates. There is opportunity for more growth toward the goal by enhancing existing actions and services, reducing the suspension rate further, and finding more ways to engage the students that are not interested in athletics or military drill. Additional actions/services focusing on specific student groups, or significant behaviors may improve effectiveness

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences are due to reallocation of resources in response to organizational needs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to Expected Annual Measurable Outcomes

Adjusted to clarify actual data for metrics.

Added metric on defiance incidents. The percentage is a ratio of defiance incidents, or "k violations" (E.C. 48900(k)) compared to all discipline incidents. This data provides a snapshot of discipline data at any time, unlike suspension rates that are calculated at the end of the year. This type of incident was selected because of the increase in 2017-18, the implication on classroom climate, and other means of correction can be implemented instead of suspension.

Added metric on graduation rate. The graduation rate is from the Dashboard which reflects the changes in the calculation methodology.

Goal 3

Increase parental communication and engagement and through use of bilingual service to provide materials in English and Spanish.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Parent Engagement

Annual Measureable Outcomes

Expected	Actual
Parents are an important part of the education of the student. Our goal is to increase parental involvement by surveying parents and what services or resources they would like to see the school offer parents. We also wanted to see if our efforts are impacting parent participation. We want to monitor parent attendance and continue to talk with our parents to see what we can do to increase parent attendance at all school meetings.	The 2017-18 LCAP Expected Outcome only provided an overview of the goal. The Actual Outcomes have quantifiable results and are detailed in the Actual Actions. The Actual Outcomes include: - Parent Advisory Council (PAC) had monthly meetings - Promoted the Parent Portal for the student information system - Provided multiple opportunities for parents to complete LCAP survey - AVID and ASB hosted family events - Included sign in sheets at all school meetings - Communications provided in both English and Spanish - Parents met with WASC visiting committee - Parent participation in the LCAP process decreased - Majority (70%) of parents do not have portal accounts

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Based upon results of the survey partnerships will be formed with community organizations that will provide necessary services to our parents.	The PAC sponsored a presentation by an expert on FAFSA and RCC student services. Partnership with Moreno Valley College provide information on student services at Senior Day, and participation in TRIO Talent Search events.	5000	1100

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	All notifications and documents are provided in both English and Spanish. Translation services are provided at parent meetings.	7500	2567

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to update and provide resources for parents on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.	Informational items are updated on the website. Parents are notified by letter, fliers, automated calls, and in person of activities and resources.	1500	2517

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor parent attendance at all meetings to gauge parental involvement in meetings.	Sign in sheets are completed at all parent meetings. Parents were involved in the LCAP process and completed the LCAP survey. A Parent Advisory Council (PAC) meets monthly.	0	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.	Parents are notified by letter, fliers, automated calls, at school meetings and in person.	1500	400

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

The third goal emphasizes parent involvement. The actions implemented seek to improve communications and provide resources to parents to help their student succeed. All of the actions were implemented, but need to be enhanced to achieve the goal.

School communications are delivered in English and Spanish and through different channels. Parents receive information by phone, email, letter, flier, website, or in person. Parents can also register for the Parent Portal in the student information system to have immediate access to student grades, attendance, and teacher email.

A Parent Advisory Council (PAC) meets monthly. Parents are surveyed about the resources they want to receive and the activities they would like to participate in at RCEA. Guest speakers have attended meetings to present on topics of interest to parents. The PAC also discussed the LCAP and WASC processes and survey results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the actions have been somewhat effective. This is evidenced in participation in the LCAP survey and Parent Portal accounts. There is opportunity increase effectiveness by enhancing existing actions/services; in turn increasing the percentage of parents with portal accounts, participating in PAC, and completing the LCAP survey. Additional actions/services will also be considered to achieve the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences are due to reallocation of resources in response to organizational needs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the implementation and effectiveness of actions and services, no changes will be made in Goal 3.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents, students, and all school staff were involved in the process of developing the 2019-20 LCAP report. State priorities, specific topics relating to the LCAP and WASC cycle, and various metrics have been discussed with stakeholders throughout the year.

Methods and frequency of communications include:

Stakeholder	Communication Method	Frequency
Board of Directors	Board meeting	monthly
Staff	Whole staff (minimum day) meetings	semi-monthly
	PLC meetings	monthly
	Subcommittee meetings	as needed
	Principal's meetings	monthly
	Leadership meetings	1-2 times/month
	Individual Conferences	as needed
Parents/Guardians	PAC meetings	monthly
	LCAP meetings	2-3 times/year
	Individual	as needed
	Parent Portal	unlimited
	Dialer, mailer, email, direct contact	as needed
	Website	unlimited
Students	Grade level meetings	2-3 times/year
	Individual	2-3 times/year
	Formation	daily
	Student Portal	unlimited
	Direct contact	daily
	Email, text	as needed
	Website	unlimited
Community	Board meeting	monthly
	PAC meetings	monthly

| | LCAP meetings | 2-3 times/year |
| | Website | unlimited |

Stakeholder meetings and topics include:

Date	Meeting	Topic(s)
05/23/18	Board meeting	LCAP: report review & adoption
05/30/18	PLCs	WASC cycle - annual changes & developments
05/30/18	Whole staff meeting	WASC cycle - annual overview
06/13/18	Board meeting	WASC & LCAP: program & fiscal updates
06/13/18	Leadership team meeting	WASC & LCAP: planning, stakeholder engagement, Dashboard
06/13/18	PLCs	Priorities 2, 7, 8: refining curriculum to improve student achievement
06/14/18	Leadership team meeting	WASC & LCAP: planning, stakeholder engagement, Dashboard
06/14/18	PLCs	Priorities 2, 7, 8: refining curriculum to improve student achievement
07/02/18	Individual staff	Priority 7: scheduling & access (all month)
07/12/18	Principal's meeting	Priority 4: assessment planning
07/17/18	Principal's meeting	Priorities 2, 7, 8: credit recovery program
07/19/18	Board meeting	WASC & LCAP: program & fiscal updates
08/10/18	Leadership team meeting	WASC & LCAP: roles, mid-cycle planning, annual process
08/14/18	Subcommittee meeting	Priorities 2, 7, 8: credit recovery program
08/16/18	Board meeting	WASC & LCAP: program & fiscal updates
08/22/18	Whole staff meeting	Priority 5: attendance, detention, PBIS (introduction)
08/22/18	Whole staff meeting	Priority 3: PAC overview, Family night, senior grad check meetings
08/22/18	Whole staff meeting	Priority 7& 8: senior grad check meetings
09/19/18	Subcommittee meeting	Priorities 5 & 6: PBIS (research & planning implementation)
09/20/18	Board meeting	WASC & LCAP: program & fiscal updates
09/26/18	PLCs	Priority 4: SBAC results - analyze trends, implications
09/26/18	Whole staff meeting	Priorities 5 & 6: student recognitions
09/26/18	Whole staff meeting	Priority 5: PBIS (subcommittee report, survey)
09/26/18	Whole staff meeting	Priority 4: SBAC results, special student groups
Oct. 2018	Grade level meetings	Priority 4: assessment preparation & results
10/16/18	PAC meeting	Priorities 3 & 4: parent opportunities, college and career preparation
10/18/18	Board meeting	Priorities 2, 3, 6, 7: Dashboard (overview), local indicators, CAASPP results
10/18/18	Board meeting	WASC & LCAP: program & fiscal updates
10/24/18	Subcommittee meeting	Priorities 5 & 6: PBIS (training)
10/31/18	Individual staff	WASC cycle - prioritize needs (input)
10/31/18	PLCs	WASC cycle - progress on action plan
10/31/18	Whole staff meeting	Priorities 5 & 6: student recognitions & promotions, parade, food drive, counselling

10/31/18	Whole staff meeting	WASC cycle - overview & review
11/08/18	Principal's meeting	WASC & LCAP: annual process, report, special student groups, budget, Dashboard, attendance, AVID & college programs
11/14/18	Whole staff meeting	WASC cycle - prioritize needs (results)
11/15/18	Board meeting	WASC & LCAP: program & fiscal updates
11/16/18	PAC meeting	Priority 8: FAFSA
11/28/18	Subcommittee meeting	Priorities 5 & 6: PBIS (research & planning implementation)
12/05/18	Leadership team meeting	LCAP: Authorizer feedback on 2018-19 report
12/12/18	Whole staff meeting	WASC cycle - draft mid-cycle report
12/13/18	Board meeting	WASC & LCAP: program & fiscal updates
12/13/18	Whole staff meeting	WASC & LCAP: stakeholder survey
Jan. 2019	Grade level meetings	Priorities 2 & 4: Interim assessments/benchmarks
Jan. 2019	Grade level meetings	WASC & LCAP: stakeholder survey
01/09/19	Whole staff meeting	WASC action plan review, PBIS updates
01/10/19	Principal's meeting	WASC & LCAP: program updates, reporting
01/10/19	Principal's meeting	WASC & LCAP: program updates, priorities, program analysis
01/15/19	PAC meeting	Priority 6: human trafficking
01/17/19	Board meeting	WASC & LCAP: program & fiscal updates
01/23/19	Whole staff meeting	WASC & LCAP: stakeholder survey, draft mid-cycle report
01/24/19	Parent Night	WASC & LCAP: overview, assessment results, stakeholder survey
02/05/19	PAC meeting	Priority 6 & 8: FBI presentation
02/06/19	Whole staff meeting	WASC Cycle, Priorities 5 & 6: PBIS
02/20/19	Whole staff meeting	Priorities 5 & 6: PBIS (slogan & rollout)
02/21/19	Board meeting	WASC & LCAP: program & fiscal updates
02/21/19	Leadership team meeting	WASC & LCAP: Authorizer feedback on EL programs
02/28/19	Principal's meeting	WASC & LCAP: program updates, priorities, CSI (Indio)
03/06/19	Whole staff meeting	WASC report review, Priorities 5 & 6: PBIS updates
03/20/19	Whole staff meeting	Priorities 1,2, &4: Professional Development plan
03/21/19	Board meeting	WASC cycle & update, LCAP survey results
03/21/19	Board meeting	WASC & LCAP: program & fiscal updates
03/27/19	PAC meeting	Priorities 3, 4 & 7: AVID family night
04/03/19	Whole staff meeting	Priorities 5 & 6: PBIS, Priorit LCAP survey review, EL Strategies
04/08/19	Principal's meeting	WASC & LCAP: program updates, priorities, program analysis

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Consultations with stakeholders at meetings and through surveys confirmed that our goals remain unchanged, and highlighted priorities within those goals:

- Improving student performance (ex. SBAC scores, graduation rates)
- Providing students more pathways to post-secondary goals (ex. CTE, dual enrollment, AP, AVID)
- Maintaining resources to address student social and emotional needs (ex. social worker, therapist)
- Continuing to add professional development opportunities for teachers
- Continue to offer a variety of exra-curricular opportunities (ex. Athletics, military, clubs)
- Decreasing suspension rate particularly for special student groups
- Expanding programs to support EL students (ex. ELAC, ELD instruction)
- Expand communications with parents and find more means to engage them in RCEA programs

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Ensure that all students have access and enrollment in required course of study to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 4 7

Local Priorities: Basics, Implementation of Academic Standards

Identified Need:

Assessment results, including CAASPP summative and interim assessments, SAT, PSAT, ASVAB, CELDT, classroom based formative assessments, and successful completion rates of core classes and graduation rates, indicate a continued need to provide the rigor necessary to prepare student for their post-secondary goals. Results also indicate the need to continue to refine pacing guides, aligning with content standards, CCSS, literacy, and ELD standards. There is also room for improvement to provide services to sub-groups to ensure their academic success. This includes more support for EL students to succeed on the ELPAC and meet reclassification criteria. The current intervention plan for students who struggle in ELA and math needs to be revised or redesigned to improve student outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA % Standard Met	(2015-16) 13%	Increase by 2% - from 13%-15%	Increase by 2% - from 23% to 25%	Increase by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	(Note: 2015 data used on original LCAP; Actual: 2016 10%)	(Actual: 2017 23%)	(Actual: 2018 13%)	
SBAC Math % Standard Met	(2015 -16) 0% (Note: 2015 data used on original LCAP; Actual: 2016 0%)	Increase by 2% - from 0%-2% (Actual: 2017 2%)	Increase by 2% - from 2 % to 4% (Actual: 2018 0%)	Increase by 2%
AP Test Scores 3 or higher	(2015 -16) 1 (Note: 2016 data, reflects 2%)	Increase by 10 (from 1-11) (Actual: 2017 9, or 16.3%)	Increase by 2% - from 4 % to 6% (Actual: 2018 3, 15%)	Increase by 2%
PSAT ERW Benchmark	See 2017-18	7% met (n=82)	11% met (n=63)	Increase by 2%
PSAT Math Benchmark	See 2017-18	1% met (n=82)	2% met (n=63)	Increase by 2%
ICA ELA % Standard Met/Exceeded	See 2017-18	8% (n=65)	19% (n=36)	Increase by 2%
ICA Math % Standard Met/Exceeded	See 2017-18	2% (n=63)	14% (n=36)	Increase by 2%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.	Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.	DISCONTINUED - included as part of Action 2. See Annual Update for more information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.	Staff will attend the UC A-G Conference to get current information about writing A-G courses and receive updates on any changes to the writing or submitting process.	Staff will receive training and support on writing and revising A-G courses as needed. With support, science courses will be outlined and mapped out, to be submitted in spring of 2020.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1400	200	200
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	LCFF
Budget Reference	Res. 0000 Unrestricted	Obj: 2102	Obj: 2102

Year	2017-18	2018-19	2019-20
	Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives.	School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives, or the subject area most appropriate to the course.	School will review elective courses and submit curriculum for A-G approval under section G college preparatory electives, or the subject area most appropriate to the course. Military Leadership and AVID courses will be reviewed in 2019-20 for eligibility for A-G submission.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All students grades (9-10) will be enrolled in intervention classes for English Language Arts or Mathematics, as appropriate.	Implement a new or modified intervention plan to support students grades 9 and 10 in ELA or math as appropriate.	Refine an intervention plan to improve support in ELA and math to all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7500	0	0
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	N/A	N/A
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	N/A	N/A

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will review pacing guides to ensure the curriculum being taught is aligned with what students should know on the Smarter Balance test.	Teachers will review and revise pacing guides to ensure the curriculum being taught is aligned with standards and assessments, including benchmarks, interims, and summative assessments like Smarter Balanced.	Teachers will review and revise pacing guides to ensure the curriculum being taught is aligned with standards and assessments, including benchmarks, interims, and summative assessments like Smarter Balanced.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	8000	8000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj:5754	Obj:5754

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Science teachers will begin working on the Next Generation Science Standards and create new science class sequence. Every 9th grader will be enrolled in Biology.	Science teachers will review and begin to revise curriculum and pacing guides to align with NGSS, the modified science domains 3 course sequence model, and the CAST.	Science teachers will revise curriculum and course artifacts to align with CA NGSS, the modified science domains 3 course sequence model, and the CAST.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	8000	8000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 5754	Obj: 5754

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ELA teachers will receive training on Learning strategies in reading and writing EAP context.	ELA teachers will continue working with instructional coaches to improve reading and writing strategies.	Instructional coaches will work with teachers to incorporate reading and writing strategies to improve ELD, literacy, and student outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	8000	10000
Source	N/A	N/A	LCFF General
Budget Reference	N/A	N/A	Obj: 5200, 5300

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
English 11 teachers will incorporate common assessment writing prompts to monitor student progress and assess student's writing.	ELA teachers will continue to collaborate to develop and implement common assessments to monitor student progress and assess student writing skills.	ELA teachers will continue to collaborate to develop and implement common assessments to monitor student progress and assess student writing skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	500	500
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 2230, 1120	Obj: 2230, 1120

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
AVID Conference participation for new teacher and AVID teachers to develop AVID strategies to be incorporated school wide.	Continue to send staff to AVID Summer Institute or other AVID training to develop or expand AVID strategies incorporated school wide.	Continue to send staff to AVID Summer Institute or other AVID training to develop or expand AVID strategies incorporated school wide, particularly reading and writing strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22000	10000	10000
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	EPA, LCFF General
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 2102, 5220, 5210	Obj: 5200, 5300

Action **10**

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Incorporate AVID writing strategies to prepare students for EAP.	Expand AVID writing strategies to support students in meeting college and career readiness benchmarks.	DISCONTINUED - included as part of Action 9. See Annual Update for more information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
AVID tutors to assist AVID students with class work and preparation for college.	Recruit AVID tutors to assist AVID students in WICOR strategies for academic success and in preparation for college.	Recruit AVID tutors to assist AVID students in WICOR strategies for academic success and in preparation for college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18000	3600	4000
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 2909	Obj: 2909

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Send teachers to AP training for US History and English Language and Biology.	Send teachers to AP training for professional development, and as new AP courses and instructors are added to the schedule.	Send teachers to AP training for professional development, and as new AP courses and instructors are added to the schedule.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4500	1600	1600
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	LCFF
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 2102	Obj: 2102

Action   13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase supplemental material to prepare students for AP English Literature and US History AP classes.	Purchase supplemental materials as needed for existing courses.	DISCONTINUED - included as part of Action 22. See Annual Update for more information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9000	5000	N/A
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	N/A
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 4220	N/A

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase textbooks and classroom supplies for two new AP Classes.	Purchase textbooks and classroom supplies as new AP Classes are added to the AP Course List.	DISCONTINUED - included as part of Action 22. See Annual Update for more information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	5000	N/A
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	N/A
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 4220	N/A

Action   15

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Scope of Services:**   **Location(s):**

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	School Wide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Send staff to training for CELDT.	Continue to train staff for ELPAC administration.	Continue to train staff for ELPAC administration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	LCFF
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 2102, 1120	Obj: 2102, 1120

Action   16

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	School Wide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Pay for additional staff to administer and coordinate CELDT testing.	Pay for additional staff to assist during ELPAC testing.	Pay for additional staff to assist during ELPAC testing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	500	1500
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 1130	Obj: 1130

Action 17

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	School Wide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Pay staff extra duty for individual student conferences prior to CELDT to review student progress and how they can reclassify and the benefits of being reclassified.	Pay staff extra duty for individual student conferences prior to ELPAC to review student progress and how they can reclassify and the benefits of being reclassified.	Pay staff extra duty for individual student conferences prior to ELPAC to review student progress and how they can reclassify and the benefits of being reclassified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	LCFF
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 1120, 1130	Obj: 1120, 1130

Action   18

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	School Wide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will collaborate to review test data and determine students that meet CELDT requirements of reclassification.	Staff will continue to review data to identify EL students that meet the reclassification requirements.	Staff will continue to review data to identify EL students that meet the reclassification requirements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	0	0
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	N/A	N/A
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	N/A	N/A

Action   19

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	School Wide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Reward students who have been reclassified with an awards ceremony.	Formally recognize students who have been reclassified.	Formally recognize students who have been reclassified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	0	0
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	N/A	N/A
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	N/A	N/A

Action 20

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	School Wide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students who are designated at a 1 or a 2 in their CELDT test will be scheduled in an English Language Development class where the Rosetta Stone program will be used as a support to their language development curriculum.	Students at level 1 or a 2 in English Language Proficiency, as determined by the last ELPAC (or CELDT), will be scheduled in an English Language class where additional strategies will be used to support language development.	Students at level 1 or a 2 in English Language Proficiency, as determined by the last ELPAC (or CELDT), will be scheduled in an English Language class where additional strategies will be used to support language development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	600	0	0
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	N/A	N/A

Action   21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to monitor staff qualifications.

2018-19 Actions/Services

Continue to monitor staff qualifications.

2019-20 Actions/Services

Continue to monitor staff qualifications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.	Purchase textbooks to replenish lost or stolen textbooks to maintain the 1:1 student textbook ratio.	Purchase or replenish textbooks to maintain the 1:1 student textbook ratio in all courses, including core, elective and AP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	20000
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	N/A	LCFF Gen
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	N/A	Obj. 4100, 4220

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Improve Student Engagement and School Climate Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3 4 5 6

Local Priorities: Basics, Parent Engagement, Local Climate Survey

Identified Need:

Data Quest reports indicate the continued need to address suspension and attendance rates. The LCAP survey responses imply that

improvements to school culture may increase student connection to RCEA, specifically in the areas of respect and relationships.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LEA Suspension Rate All Students	8.4% (Clarification: Baseline data from 2014-15; 2015-16 9.1%; 2016-17 29%)	Decrease Rate by 1% (from 8.4% to 7.4%) (Actual: 21.4%)	Decrease by 10% (from 29% to 19%)	Decrease by 8%
LEA Suspension Rate Students with Disabilities	18.2% (Clarification: Baseline data 2014-15; 2015-16 suppressed; 2016-17 38%)	Decrease Rate by 3% (from 18.2% to 15.2%) (Actual: 20.4%)	Decrease by 10% (from 38% to 28%)	Decrease by 10%
LEA Attendance Rate	93.4% (2016-17 96.5%)	Increase Rate by 0.60% (from 93.40% to 94%) (Actual: 91%)	Increase by 1% from 96% to 97% (Preliminary 94%)	Increase by 1%
Defiance incident data (Code#40, E.C. 48900(k))	2016-17 12% (21/175)	29.4% (30/102)	Preliminary 22.8% (37/162)	Decrease by 2%
Graduation Rate (Dashboard)	2017: 74.4%	84.4%	Increase by 5%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to allocate funds for repair and maintenance to maintain facilities in good repair.

2018-19 Actions/Services

Continue to allocate funds for repair and maintenance to maintain facilities in good repair.

2019-20 Actions/Services

Continue to allocate funds for repair and maintenance to maintain facilities in good repair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20000	20000	20000
Source	Obj. 4300 –supplies Obj. 5200 –travel Obj. 5750 –social work intern direct costs Obj. 5810 -legal Obj. 5892 –Other services	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	Res. 6500/6512 –2 Social Work Intern Res. 7338 –College Readiness	N/A	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.	Maintain part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.	Maintain part time clerk to monitor attendance and be a liaison with parents of student who demonstrate habitual patterns in attendance and tardies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20000	20000	33000

Year	2017-18	2018-19	2019-20
Source	Obj. 4300 –supplies Obj. 5200 –travel Obj. 5750 –social work intern direct costs Obj. 5810 -legal Obj. 5892 –Other services	N/A	N/A
Budget Reference	Res. 6500/6512 –2 Social Work Intern Res. 7338 –College Readiness	N/A	N/A

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.	Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.	Continue to provide parents with parent portal access in our student information system so they can monitor student attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	6000
Source	N/A	N/A	LCFF General
Budget Reference	N/A	N/A	Obj. 5200, 5850

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.	Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.	Continue SART process to provide students and parents with an intervention to discuss strategies to assist student with maintaining positive attendance patterns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel	Continue to renew contract for Intern Social Worker to allow students access to another adult resource to counsel	Continue to renew contracts for counselor and social worker intern(s) to allow students access to social/emotional counselling resources and provide

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
students and provide group resources in the area of anger management.	students and provide group resources in the area of anger management.	services in the area of anger management and behavior interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7000	7000	60000
Source	Obj. 4300 –supplies Obj. 5200 –travel Obj. 5750 –social work intern direct costs Obj. 5810 -legal Obj. 5892 –Other services	N/A	Title 1
Budget Reference	Res. 6500/6512 –2 Social Work Intern Res. 7338 –College Readiness	N/A	Obj. 5892

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (October).	Continue with classroom presentation on Anti-Bullying campaign and peer intervention. We will invite guest speakers for school wide activities during the Anti Bullying Month (October).	Provide programs/services to address bullying and related topics on risk behaviors, individual safety, empowerment, and peer intervention. We will invite guest speakers for school wide activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	1000
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Review disciplinary data to determine staff development as it pertains to positive support for students.	Review disciplinary data to determine staff development as it pertains to positive support for students.	Review disciplinary data to determine staff development as it pertains to positive support for students, including phase 2 of PBIS and Capturing Kids Hearts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	35000
Source	N/A	N/A	Title 1
Budget Reference	N/A	N/A	N/A

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to have school wide orientation for students and parents to review school rules and expectations.	Continue to have school wide orientation for students and parents to review school rules and expectations.	Continue to have school wide orientation for students and parents to review school rules and expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	3100
Source	N/A	N/A	LCFF General
Budget Reference	N/A	N/A	Obj. 5610, 5831

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to renew student information system to allow parents access to student academic progress.	Continue to renew student information system to allow parents access to student academic progress.	Continue to renew student information system to allow parents access to student academic progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6000	6000	6000
Source	Obj. 4300 –supplies Obj. 5200 –travel Obj. 5750 –social work intern direct costs Obj. 5810 -legal Obj. 5892 –Other services	N/A	LCFF General
Budget Reference	Res. 6500/6512 –2 Social Work Intern Res. 7338 –College Readiness	N/A	Obj. 5200, 5850

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to renew APEX credit recovery program to allow students to make up credits during the school year.	Continue to renew APEX credit recovery program to allow students to make up credits during the school year.	Continue to renew APEX credit recovery program to Allow students to make up credits during the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	19000	19000	19000
Source	Obj. 4300 –supplies Obj. 5200 –travel Obj. 5750 –social work intern direct costs Obj. 5810 -legal Obj. 5892 –Other services	N/A	EPA
Budget Reference	Res. 6500/6512 –2 Social Work Intern Res. 7338 –College Readiness	N/A	Obj. 5850

Action 11

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue practice of reviewing transcripts with students in grades 10-12.	Continue practice of reviewing transcripts with students in grades 10-12.	Continue practice of transcript review and academic advisement with students and in parent/student meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 12

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grades 11-12. Staff will be hired to provide students instruction.	Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grades 11-12. Staff will be hired to provide students instruction.	Provide extended learning opportunities in the summer for students to obtain additional credits. Priority will be given to students in grades 11-12. Staff will be hired to provide students instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7000	7000	22000
Source	Obj. 4300 –supplies Obj. 5200 –travel Obj. 5750 –social work intern direct costs Obj. 5810 -legal	N/A	LCFF Gen

Year	2017-18	2018-19	2019-20
	Obj. 5892 –Other services		
Budget Reference	Res. 6500/6512 –2 Social Work Intern Res. 7338 –College Readiness	N/A	Obj. 5300

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

School will continue to support CIF Sports in football, volleyball, B/G basketball, B/G soccer, baseball, softball and track.

2018-19 Actions/Services

School will continue to support CIF Sports in football, volleyball, B/G basketball, B/G soccer, baseball, softball and track.

2019-20 Actions/Services

School will continue to support CIF Sports in football, volleyball, B/G basketball, B/G soccer, baseball, softball and track.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	83000
Source	Obj. 4300 –supplies Obj. 5200 –travel Obj. 5750 –social work intern direct costs Obj. 5810 -legal Obj. 5892 –Other services	N/A	LCFF Gen
Budget Reference	Res. 6500/6512 –2 Social Work Intern Res. 7338 –College Readiness	N/A	Obj. 4300, 5300, 5610, 5892

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School will continue to support clubs on campus to connect students with various	School will continue to support clubs on campus to connect students with various	School will continue to support clubs on campus to connect students with various

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
cultures, interest, college and careers. Students will participate in various field trips and activities to expose students to post-secondary community organizations.	cultures, interest, college and careers. Students will participate in various field trips and activities to expose students to post-secondary community organizations.	cultures, interest, college and careers. Students will participate in various field trips and activities to expose students to post-secondary community organizations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7000	7000	10230
Source	Obj. 4300 –supplies Obj. 5200 –travel Obj. 5750 –social work intern direct costs Obj. 5810 -legal Obj. 5892 –Other services	N/A	LCFF Gen
Budget Reference	Res. 6500/6512 –2 Social Work Intern Res. 7338 –College Readiness	N/A	Obj. 5300, 5871

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Increase parental communication and engagement and through use of bilingual service to provide materials in English and Spanish.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Parent Engagement

Identified Need:

Data collected at parent meetings and informational events indicates a continued need to increase parent attendance. Although there was a significant increase, only a small percent of parents were involved in the LCAP survey. Only a minority of parents have registered parent portal accounts in the student information system. There is a continued need to increase the amount of parent participation in both areas.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Teacher Conference (To be REPLACED by Outcome #4)	Local Data 18 (To be REPLACED by Outcome #4)	Increase by 32 (18 – 50)	REPLACED by Outcome #4	REPLACED by Outcome #4
LCAP Parent Survey Participation	Local Data 13 (Actual: 2016-17 13, 5.5%)	Increase by 32 (13 – 45) (Actual: 2017-18 44, 19%)	Increase the percent of parents who complete the LCAP survey by 15% (Actual: 2018-19 34, 12.6%)	Increase by 5%
LCAP Parent Meetings	Local Data 10 (Actual: 2016-17 30, 13% of parents)	Increase by 20 (10 – 30) (Actual: 2017-18 73, 70.8%)	Increase by 20 (Actual: 2018-19 34, 12.6%)	Increase by 20
Parent portal accounts in student	See 2017-18	74.4% do not have an account	Decrease by 25% (Actual: 4/1/2019 70% do not have an account)	Decrease by 25%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
information system				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Based upon results of the survey partnerships will be formed with community organizations that will provide necessary services to our parents.

2018-19 Actions/Services

Based upon results of the survey partnerships will be formed with community organizations that will provide necessary services to our parents.

2019-20 Actions/Services

Solicit and form partnerships with community organizations that will provide necessary resources and services to our parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	0
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	N/A	N/A
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	N/A	N/A

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.	Continue the automated parental notification system that engages parents with their child's education while providing communication in English and Spanish.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7500	7500	7500
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	N/A	N/A
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	N/A	N/A

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to update and provide resources for parents on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.	Continue to update and provide resources for parents on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.	Continue to update and provide resources for parents on our Parent Tab of the school web site. Provide parents with monthly newsletter to engage parents with school activities and resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	2000	2600
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	LCFF	LCFF Gen
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	Obj: 6410	Obj: 5892

Action   4

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to monitor parent attendance at all meetings to gauge parental involvement in meetings.	Continue to monitor parent attendance at all meetings to gauge parental involvement in meetings.	Continue to monitor parent attendance at All meetings to gauge parental involvement in meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.	Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.	Continue to use the automated parental notification system to inform and confirm parental attendance to all school meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Obj. 4100 Textbooks Obj. 4300/4314/4320 Supplies Obj. 5200 Travel Obj. 5210 Mileage	N/A	LCFF Gen

Year	2017-18	2018-19	2019-20
Budget Reference	Res. 0000 Unrestricted Res. 1100 / 6300 Lottery Res. 1400 EPA Res. 3010 Title I Res. 3310 Local Assist.	N/A	Obj: 5892

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Promote the Student and Parent Portals in the student information system as a means of accessing student grades, attendance, and communicating directly with teachers.	Promote the Student and Parent Portals in the student information system as a means of accessing student grades, attendance, and communicating directly with teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$800,422

32.16 %

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$752,991

32.5 %

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 315,709

12.74 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Each action/service is being funded and provided on a schoolwide basis.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Riverside County Education Academy

CDS code:

33103300125237

Link to the LCAP:
(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

RCEA LCAP goals 1 and 2 address ESSA Provisions in Title 1, Part A.

Funds will supplement and enhance actions focused on improving student performance and progress toward standards. The need is evidenced in the low percentage of students meeting standards on both the ELA and math SBAC state assessments.

Additionally, funds will supplement and enhance actions focused on reducing discipline practices that remove students from the classroom, particularly for special student groups. The need is evidenced in the suspension rates of all students and for students with disabilities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

RCEA LCAP goals 1 and 2 address ESSA Provisions in Title 1, Part A. Funds will be used to supplement and enhance existing activities already included in the LCAP and are therefore aligned.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The student population at RCEA is small enough that most courses are taught by a single teacher. For example, there is only one biology teacher, one world history teacher, and one teacher for English 3. Additionally, the majority of students are SED, receiving FRPM. Students are not tracked in classes based on ability, so for courses taught by two teachers, assignment is random as it fits into their class schedule. These conditions translate into minimal disparities for low-income and minority students taught by ineffective, inexperienced, or out-of-field teachers. In order for a disparity to occur, 1) the course is taught by more than one teacher, and 2) one of the teachers is ineffective*, inexperienced, or out of field

To identify disparities, RCEA reviews courses that meet the two criteria above. For 2018-19, only Integrated Math 1, 2, and 3, and English 2 meet both criteria. There are sections of these courses taught by inexperienced teachers. A comparison of the population of students in these courses is compared to the school demographics to see if/which student grouups are taught at higher rates than other students. When possible, manual adjustments to student schedules reduces disparities. Often adjustments cannot be made due to limited scheduling options and conflicts.

Are low-income students taught at higher rates than other students by ineffective, inexperienced, or out of field teachers?*

No, low-income students are enrolled at a lower rate in these classes.

Are minority students taught at higher rates than other students by ineffective, inexperienced, or out of field teachers?*

Not significantly. Minority students are enrolled at comparable rates in these classes. Hispanic students are appx 5% higher in these classes.

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1 - Basic Services).

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA will involve parents and family members at identified schools in jointly developing Comprehensive and Targeted Support and Improvement plans. (Write N/A if there are no schools identified for CSI, TSI, or ATSI)

N/A as RCEA was not identified for CSI or ATSI.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

RCEA is working with parents/families through parent advisory committee meetings and LCAP/WASC meetings to develop a parent and family engagement policy that includes activities that benefit student achievement.

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

RCEA will provide multiple opportunities for parents to gain a better understanding of the aforementioned topics through various methods of communication, in English and Spanish, including but not limited to presentations, workshops, materials, and direct dialog with teachers, administrators and office staff. At the time of enrollment and throughout the year, parents are provided directions to create a portal account within the student information system so they can monitor student progress and communicate with teachers.

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

RCEA will seek input from parents on the topics they would like to receive more information. Training and materials will come from group workshops or individually as appropriate, and delivered by RCEA staff, teachers and outside resources.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Through the RCEA professional development plan, all staff will learn of the value and need for collaboration with parents to improve student performance and create a relevant connection between academics and students' lives.

RCEA will solicit the assistance of parents and community liaisons to connect RCEA student and parent programs with other Federal, State, and Local programs.

RCEA will communicate with parents about programs, meetings, and other activities in English and Spanish, through multiple methods, including fliers and posters, mailed and emailed letters, and automated phone dialers.

RCEA will strive to provide other reasonable supports that parents may request through existing resources.

RCEA will make school information and reports available to parents. Most information can be provided through the office in print, or digitally through email. Additionally, RCEA will post information and reports on the school website.

Topics in this section overlap with priorities in the LCAP and WASC processes, so RCEA will utilize the LCAP/WASC stakeholder activities to engage parents as required in this section also. This is in addition to other opportunities parents have to contribute to the RCEA community.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student Transitions
ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's system of professional growth and improvement for <u>principals</u> from the beginning of their careers, throughout their careers, and through advancement opportunities.

Describe the LEA's system of professional growth and improvement for <u>other school leaders</u> from the beginning of their careers, throughout their careers, and through advancement opportunities.

Describe the data, including sources and kinds of information that guide professional learning priorities, design, and assessments.

Describe the ways in which the professional learning system enhances educators' expertise to increase students' capacity to learn and thrive.

Describe how the professional learning system addresses equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

Describe how the professional learning system uses evidence based approaches such as focused, sustained learning that enables educators to acquire, implement, and assess improved practices.

Describe how the professional learning system facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.

Describe the dedicated resources for professional learning and how they are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

Describe how the professional learning system contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

RCEA has developed a written Professional Development Plan (PDP) that is guided by the LEA vision & goals & to be implemented at the site level. It is a strategic plan to build staff capacity by expanding knowledge & use of a wide range of instructional approaches that lead to high achievement & equitable outcomes for all students.

RCEA schedules & provides professional development to staff on a regular basis, on minimum & non-student days. Topics are based on needs assessment, student performance, & stakeholder feedback. Opportunities exist for teachers to attend PD outside of the schedule & select staff training or collaborative time to ensure the success of distinct school programs.

RCEA coordinates beginning teacher participation in an approved induction program through the COE. They are also supported through collaboration with experienced teachers, administrators, & LEA staff. Experienced teachers have the opportunity to mentor less experienced teachers, lead content area & collaborative teams, & share in curricular decisions. RCEA encourages current staff members to share their professional growth goals, so that they may be considered for advancement opportunities. Administrators work with teachers & staff to help them develop the skills needed for advancement within the organization. LEA leaders facilitate principal's professional growth through collaboration & support. It is individualized based on the experience & skills of the principal, & provided as often as needed. Principals are encouraged to participate in professional organizations, communities of practice, & local networks. RCEA coordinates their participation in outside PD opportunities.

RCEA conducts a needs assessment that may consist of data from a variety of sources, including but not limited to formal & informal surveys, Dashboard data, assessment results, & outside consultation. The needs assessment helps determine key areas of focus, & objectives & anticipated outcomes for assessment are developed.

Student performance & equity for all students are foci at any RCEA PD, & this is clearly communicated with staff & highlighted during PD. PD activities are grounded in evidence-based best practices to increase students' capacity. PD regarding the whole student population, also considers special student groups. For example, PD on student behavior & suspension rates must also address outcomes for minority populations & students with disabilities. Additionally, some PD is focused on serving specific student groups (ex. Strategies to support English learners).

Evidence supports the principles of andragogy in PD, like the individual's self-concept & desire to learn. Andragogy is included the staff survey to determine what areas teachers need & want in support & growth. Research shows it is important to respect the diversity & experience in instruction, so PD acknowledges those characteristics, solicits a variety of perspectives, & builds on different levels of experience & skills. PD activities provide staff with methods to apply skills in the classroom. Collaboration plays a large role in PD so staff can work together through issues & collaborate on ideas. For example, analyzing SBAC data for the LCAP report. This instills ownership & responsibility.

Resources have been allocated for PD within the LCAP. For example, goal 1 addresses equitable student access to rigorous courses & actions include training for staff in A-G, AVID, AP, ELPAC, & instructional strategies. The expected outcome is improved SBAC scores. Resources are used to focus on special student groups, like English learners & students with disabilities.

PD is evaluated using multiple sources of information to assess its effectiveness in improving professional practice & student learning. Site administrators may use evaluations, walk-through observations, & teacher feedback to assess both individual & team growth. The needs assessment survey solicits PD evaluation. In addition, individual workshop evaluation & feedback forms are completed at the conclusion of each PD event. These are reviewed to improve PD & guide the following year. Metrics included in the LCAP, like student outcomes, are indicators on the effectiveness of PD.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for determining Title II, Part A funding among the schools it serves.

RCEA is a single school LEA and it is not CSI, TSI or ATSI.

Describe in detail how CSI, TSI, and ATSI schools, along with schools that have the highest percentage of student need, receive priority in Title II, Part A funding decisions compared to other schools that the LEA serves. In addition, describe how Title II funds will be used strategically with other funding streams to support CSI and TSI activities.

RCEA is a single school LEA and it is not CSI, TSI or ATSI.

Describe how the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) regarding the prioritization of Title II, Part A funding for high needs schools.

RCEA is a small school so Title II, Part A programs and services are directed toward all students. Stakeholders are engaged in the LCAP process, including prioritization, through a variety of methods and meetings. For example, parent outreach includes email, phone calls, and mailers, and they participate through correspondence, surveys, and attending meetings.

Describe how Title II funding is continuously evaluated for contributing to positive outcomes for high needs schools.

All programs are evaluated to determine if they are effective at improving student outcomes. When positive outcomes are not occurring, the program is reevaluated to determine the barriers.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.

Data to monitor activities is included in the LCAP Expected Annual Measurable Outcomes.

Describe the ways in which the LEA meaningfully consults with stakeholders (teachers, principals, paraprofessionals, specialized support personnel, charter school leaders, parents, and community partners) to update and improve Title II, Part A-funded activities.

Stakeholders are engaged in the LCAP process, including updates and improvements, through a variety of methods and meetings. For example, parent outreach and staff consultation includes email, phone calls, and mailers, and they participate through correspondence, surveys, and attending meetings.

Explain how often the LEA meaningfully consults with these stakeholders.

RCEA leadership teams and staff meet regularly, both formally and informally. For example, informal and frequent email discussions, and formal weekly staff meetings. Formal parent meetings and Board meetings are conducted monthly.

Explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.

RCEA is a small school so Title II, Part A programs and services are directed toward all students, in conjunction with related actions included in the LCAP.