Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: 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
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2017-20 Plan Summary

The Story

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

Riverside County Education Academy (RCEA) are military themed charter schools, providing classroom based instruction to students in grades 9-12. The Indio site opened in the 2016-17 school year, and has grown to serve 100 students, from Indio and the surrounding area. RCEA Indio plans to expand to 150 students for the 2018-19 year.

Because RCEA Indio is a new school, baseline data is still being established, which is reflected in the lack of data on the Dashboard for Fall 2017. So far for 2017-18, the majority of students (95%) are socioeconomically disadvantaged, 27% are EL, 9% are students with disabilities, and 2% are homeless

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 20:1 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) and students with disabilities.

LCAP Highlights

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

The 2018-19 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.
• Registered and adopted A-G courses
• Established baseline data for most metrics
• Maintained 1:1 student textbook ratio
• Increased classroom laptops to 1:1 ratio

Goal 2 - Improve Student Engagement and School Climate Outcomes.
• Increased co-curricular activities offered to students

Goal 3 - Increase parental communication and engagement through use of bilingual service to provide materials in English and Spanish.
• Established School Site Advisory Council (SSAC)

The 2017-18 LCAP report did not include specific measurable Expected Outcomes in the Annual Update sections. For the 2018-19 LCAP, these are copied verbatim as directed, but clarifications and explanations are included in the Actual Outcomes. Additionally, some clarification is provided for the Expected Outcomes of the Metrics/Indicators. For example, baseline data in some areas will not be established until the 2017-18 school year. This includes ELPAC and CAST results.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

RCEA does not have a complete Dashboard yet because baseline data is still being established for several metrics. RCEA has demonstrated progress in the following areas:
- Met participation criteria for assessments
- Obtained School Code, A-G registration, and course list
- Increased enrollment
- Added extra curricular activities (basketball, football, ASB)

Referring to the LCFF Evaluation Rubrics, 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

RCEA does not have a complete Dashboard yet because baseline data is still being established for several metrics. Baseline data indicate the following areas of need:
- Increase the percent of students who meet or exceed standard on CAASPP
- Decrease the suspension rate
- Increase the percent of students who meet college/career indicator benchmarks
- Increase the percent of EL students to be reclassified as RFEP
- Increase parent participation as stakeholders
- Recruit and retain highly qualified teachers in all subject areas

Referring to the LCFF Evaluation Rubrics, 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

Socioeconomically disadvantaged students make up the majority of the RCEA population (97%). Baseline data indicate the potential for performance gaps for these student groups:
- EL students make up 31% of the student population. A lower percent met the standard on CAASPP ELA and a higher percent were suspended than all students

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Services for student sub-groups will be increased or improved in the following ways:
- Continue professional development for staff to meet the needs of sub-groups in instruction
- Utilize research based instructional strategies schoolwide, including AVID strategies, differentiated instruction, SDAIE, and structured interventions
- Expand communication with parents on student performance, attendance, and behavior
- Use programs designed to reduce suspensions and improve attitudes about school climate

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,065,702

| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $119,912 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures not included in the LCAP:
- Personnel costs
- Student uniforms
- General operating costs
- Nutrition services

DESCRIPTION

AMOUNT

| Total Projected LCFF Revenues for LCAP Year | $979,800 |

Annual Update

LCAP Year Reviewed: 2017-18

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 Indio needs to prepare all students to be college and career ready. RCEA students need increased exposure to and preparation for CAASPP to demonstrate mastery of content standards. Appropriate course offerings in conjunction with (A-G) approved courses will prepare students for college. Advanced placement (AP) classes are an exemplar of the level of work that students will engage at post-secondary institutions. Further, AP course offerings are necessary to institute the rigor akin to college coursework. RCEA Indio needs to initiate AP course offerings. It is of tremendous benefit to high school students to have access to a Career Technical Education (CTE) pathway during their high school careers. The availability of a CTE strand represents increased probability of student transition to related career pathways.

The 2017-18 LCAP Expected Outcome provided an overview of the goal. The Actual Outcomes have quantifiable results, are detailed in the Actual Actions, and baseline measures are detailed with the metrics in the EAMOs. The Actual Outcomes include:
- Baseline data for SBAC results - 10% ELA Standard Met, 0% Math Standard Met
- Registered school and established A-G course list

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 and review approved curriculum for addendums as needed.	Registered school and established A-G course list.	8571	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will use CAASPP tools to support instruction. They will facilitate increased engagement with CAASPP interim assessments and tools within the digital library.	A team of teachers attended the 2 day CAASPP Institute in February 2018. The CAASPP Interim Comprehensive Assessment (ICA) was administered to 11th grade students in January.	8574	1000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore Advanced Placement (AP) course offerings.	An AP program has not been established yet.	8571	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Initiate Career Technical Education (CTE) pathway on campus.	Explored CTE culinary pathway, there was a lack of student interest.	8571	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and replenish textbooks.	New textbooks were purchased for Integrated Math courses.	8571	9532

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase technological devices to support a 1:1 technology initiative.	Classroom sets of laptops were purchased, at a 1:1 ratio for the core classes.	8571	95230

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Edgenuity Online Science and elective courses.Learning strategies in reading and writing EAP context.	Continued offering Edgenuity Online courses.	8571	10900

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. To this end, the actions implemented seek to address the level of rigor and standards proficiency that is expected of students entering college.

RCEA has registered and established an A-G course list. The majority of staff has attended AVID training at 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.

An assessment calendar was developed to include benchmark assessments in the core content areas, CAASPP interim and summative assessments, PFT, and ELPAC. Staff continued to use EADMS as an assessment tool and received training and support in standards and pacing from instructional coaches.

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

The overall effectiveness of the actions is positive because it is in the direction of progress, but can not be measured until after baseline data is established. There is opportunity for more growth toward the goal by addressing planned actions that were not implemented this school year. Additionally, specific areas of proficiency can be targeted, and actions should address the needs of student sub-groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In the 2017-18 LCAP, Budgeted Expenditures were not detailed for each Action, but were listed as a total sum for the Goal. To account for this, it has been roughly divided among the Actions. Differences are due to 1) missing Budgeted Expenditures on the 2017-18 LCAP, and 2) any 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.

The goal remains unchanged.
On the 2017-18 LCAP the Budgeted Expenditures were a lump sum, and have been broken out

The EAMOs include adjustments. The projected outcomes have been revised to reflect actual data.

On the 2017-18 LCAP, the Baseline data was incomplete and the year of 2016-17 was used. The first and second outcomes use SBAC data as metrics. The SBAC scores will be released in August of 2018, after this LCAP, leaving the 2017-18 EAMO without actual data (blank) to base the projected outcomes. A note to this effect is included with the projected outcomes. Example: (2017-18 data release Aug 2018)

For the third outcome, the Metric and Baseline detailed is outdated. The CST for Science has been replaced by the CAST, and the first CAST scores from the 2017-18 administration will be released in August of 2018. A note to this effect is included with the projected outcomes. Example: (CAST 2017-18 data release Aug 2018)

Planned actions have been reworded to reflect progress toward goal.

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 Measurable Outcomes

Expected

RCEA Indio wants to enhance school connectedness and school culture for its students. The most impactful vehicle for impacting school culture is high attendance rates for students. We also want to enhance the perceptions of safety on campus by employing an anti-bullying program. RCEA Indio will increase student recognition events to improve school climate. The school will also offer more co-curricular activities to complement the academic experience.

Actual

The 2017-18 LCAP Expected Outcome provided an overview of the goal. The Actual Outcomes have quantifiable results, are detailed in the Actual Actions, and baseline measures are detailed with the metrics in the EAMOs. The Actual Outcomes include:
- Actual data for attendance (84%) and suspensions (46%)
- Developed procedures for recording attendance and communicating with parents
- Provided opportunities to participate in extra curricular activities

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
Principal and Office Manager will closely monitor student attendance and employ appropriate interventions (i.e. InTouch Dialer) and parent contact in order to improve attendance rates.	Procedures were developed to monitor attendance and communicate with parents. Automated dialer contacts parents of daily absences. Parents of students with habitual attendance issues were contacted directly. Parent meetings were also held.	8000	115

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration, staff, and social worker will institute an anti-bullying plan to maintain a safe school environment.	Explored anti-bullying programs.	8000	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| Staff and administration will increase student recognition events to foster positive school climate. | Student accomplishments were celebrated at monthly student recognition events. | 8000 | 1300 |

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
RCEA Indio will increase the offerings of co-curricular activities and sports programs.	Students had the opportunity to participate in sports, ASB, and extra-curricular campus events. Administration is working to bring CIF sports leagues in to replace intramural sports.	8000	100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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, and extra curricular activities.

The office 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.

Activities have grown at RCEA. There was an increase in the activities available to students, including ASB. Intramural sports continued and CIF athletics is being explored. There are regular student recognition events.

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

The overall effectiveness of the actions to achieve the goal is positive. This is evidenced by the increase in the number of activities available and interest in sports to join CIF. There is opportunity for more growth toward the goal by enhancing existing actions and services, reducing the suspension rate, and enhancing the military program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In the 2017-18 LCAP, Budgeted Expenditures were not detailed for each Action, but were listed as a total sum for the Goal. To account for this, it has been roughly divided among the Actions. Differences are due to 1) missing Budgeted Expenditures on the 2017-18 LCAP, and 2) any 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.

The goal remains unchanged, but the EAMOs have been changed. Planned actions have been reworded to reflect progress toward goal.

For the first outcome, there was a drop in attendance for 2017-18, so the projected outcomes are adjusted accordingly.

Outcome #2, LCAP Survey data Anti-Bullying was replaced because the projected outcome (satisfaction) was not valid with the survey item. There was no survey item to measure satisfaction with an Anti-Bullying program. Instead, the survey item measures satisfaction with the behavior and school climate program. New Outcome #4 was added to measure satisfaction with the behavior and school climate program.

Outcome #3 was also modified for validity. The Baseline for the outcome includes a correction noted in parentheses (Metric: 44% of parents agree there are co-curricular activities available). The baseline data was from 2016-17 survey, and in the 2017-18 survey the results were 62%. The projected outcome (increase activities) was not part of the survey item. To align with the actual baseline metric and results, and be valid, the outcomes had to be changed.

New Outcome #4 was added to measure satisfaction with the behavior and school climate program, to replace Outcome #2.

New Outcome #5, Suspension Rate was added as a valid Dashboard indicator of the goal.

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: Parental Engagement

Annual Measurable Outcomes

Expected

Parent involvement is integral in the academic success of all students. Our goal is to increase bilateral communication between educators and parents/guardians. We will survey parents to determine the services and programs that are priorities for them. We will encourage parent participation and presence on campus to promote a sense of community. We will increase communication with parents via messaging, memorandum, and personal interactions. We will monitor impact with parent participation in meetings, conferences, and events.

Actual

The 2017-18 LCAP Expected Outcome provided an overview of the goal. The Actual Outcomes have quantifiable results, are detailed in the Actual Actions, and baseline measures are detailed with the metrics in the EAMOs. The Actual Outcomes include:
- Increased participation in the School Site Advisory Council (SSAC) by 6 parents
- Observed an increase in parent participation in school events
- Provided opportunities for parents to complete LCAP survey on-site
- Included sign in sheets at all school meetings
- Communications provided in both English and Spanish

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 the use of the automated dialing system for ongoing communication.	The automated dialing system was used to communicate announcements and events.	4800	115

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct parent workshops and academies to inform parents of how to support their students' academic goals.	Held individual meetings with all grade 12 students and parents about graduation requirements, supporting academic goals, available tutoring/interventions, and post graduate plans. Similar information is included in individual parent meetings for any grade level students.	4800	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Improved participation in parent advisory/school site council.	Parents participated in school site council meetings. Participation increased from 2 to 8 parents in attencance. The LCAP survey was discussed and reviewed.	4800	1500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase parental attendance and participation at school events (i.e. sports, awards, CACC events).	Parents attended school events and activities.	4800	0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.	County translation services were employed to provide communication in Spanish for parents at school events. Automated dialer messages were sent in both English and Spanish	4800	120

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |

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 third goal emphasizes parent involvement. To this end, all of the actions implemented seek to improve communication and attendance. 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. The School Site Advisory Council (SSAC) meets regularly. There was a 12th grade parent meeting to involve them in students' post-secondary goals.

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

> The overall effectiveness of the actions to achieve the goal is positive. This is evidenced in meeting participation and Parent Portal accounts. There is opportunity for more growth toward the goal by enhancing existing actions and services; and increasing the percentage of parents with portal accounts, attending meetings, and completing the LCAP survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> In the 2017-18 LCAP, Budgeted Expenditures were not detailed for each Action, but were listed as a total sum for the Goal. To account for this, it has been roughly divided among the Actions. Differences are due to 1) missing Budgeted Expenditures on the 2017-18 LCAP, and 2) any 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.

The goal remains unchanged, but the EAMOs have been changed.

For the first outcome, the actual percentage for 2017-18 was 8%, a decrease from the baseline. The projected outcomes have been revised to reflect this.

The second outcome, Parent Spectators at events, was replaced by Outcome #4 because this is not a consistent nor reliable metric. Instead, Outcome #4 measures the percentage of parents with portal accounts in the student information system which has greater potential to measure parent involvement in student achievement.

For the third outcome, the actual percentage for 2017-18 was 8%, an increase from the baseline, but not what was projected on the 2017-18 LCAP. The projected outcomes have been revised to reflect this.

Planned actions have been reworded to reflect progress toward goal.

Stakeholder Engagement

LCAP Year: 2018-19

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 2017-18 LCAP report. State priorities, LCAP topics and various metrics have been discussed during stakeholder meetings throughout the year.

Stakeholder meetings include:
DATE STAKEHOLDERS LCAP TOPICS
9/20/17 RCEA Board of Directors Academics, activities, parent involvement
11/29/17 RCEA Board of Directors 2016-17 CAASPP results
11/29/17 RCEA Board of Directors Academics, activities, parent involvement
1/16-2/23/18 All LCAP survey window
1/17/18 ELA & Math teachers ICA analysis
1/17/18 RCEA Board of Directors Academics, activities, parent involvement
1/25/18 School Site Advisory Council LCAP goals & survey
1/31/18 ELA & Math teachers ICA analysis
2/21/18 Teachers LCAP survey & assessment results
3/6/18 Parents LCAP Overview & survey
3/20/18 School Site Advisory Council LCAP goals & survey
3/21/18 RCEA Board of Directors Academics, activities, parent involvement
4/4/18 Staff LCAP survey results

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 assessment scores
- Increasing participation in AP and concurrent enrollment courses
- Increasing graduation rates and A-G completion rates.
- Maintaining resources to address student social and emotional needs (social worker, therapist)
- Expanding AVID program school wide.
- Continuing to add professional development opportunities for teachers.
- Maintaining CIF sports program
- Improving attendance procedures
- Decreasing suspension rate
- Expanding programs to support EL students
- Continuing to expand communications with parents

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 a need to continue exploring ways to provide access to CTE pathways and AP courses to students. There needs to be improvements to services provided 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 Measureable Outcomes

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

SBAC ELA % Standard Met	Baseline 2016-2017	N/A	Increase by 2% - from 12% to 14% (Actual 2016-17: 10%) (SBAC 2017-18 data release Aug 2018)	Increase by 2% - from 14% to 16% (SBAC 2018-19 data release Aug 2019)
SBAC Math % Standard Met	Baseline 2016-2017	N/A	Increase by 2% - from 0% to 2% (Actual 2016-17: 0%) (SBAC 2017-18 data release Aug 2018)	Increase by 2% - from 4% to 6% (SBAC 2018-19 data release Aug 2019)
CST Science	Baseline 2016-2017	N/A	40% of students at or above proficiency level (Actual: 2016-17, CAST pilot replaces CST Science, NO results released) (CAST 2017-18 data release Aug 2018)	Increase by 2% - from 40% to 42% (CAST 2018-19 data release Aug 2019)

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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Explore Advanced Placement (AP) course offerings (AP World History)	Explore Advanced Placement (AP) course offerings (AP World History)

Budgeted Expenditures

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

Action #3

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
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	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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**

	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Replace technological devices as needed to support a 1:1 technology initiative.	Replace technological devices as needed to support a 1:1 technology initiative.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	15000	15000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 6510, 5868	Obj: 6510, 5868

Action #6

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
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	**Location(s)**
N/A	N/A

<div align="center">

OR

</div>

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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
	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Teachers will review pacing guides and modify scope and sequence as needed to align with standards and assessments.	Teachers will review pacing guides and modify scope and sequence as needed to align with standards and assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	8000	8000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 2102	Obj: 2102

Action #9

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	N/A

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	N/A	N/A	N/A

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

Action #10

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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
	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Science Teachers will review and revise curriculum to reflect NGSS and the 3 course sequence model. Pacing guides will be revised to be aligned with NGSS and the CAST assessment.	Science Teachers will review and revise curriculum to reflect NGSS and the 3 course sequence model. Pacing guides will be revised to be aligned with NGSS and the CAST assessment.

Budgeted Expenditures

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

Action #11

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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
	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Continue to send staff to AVID Summer Institute or other AVID training to develop or refine AVID strategies incorporated school wide.	Continue to send staff to AVID Summer Institute or other AVID training to develop or refine AVID strategies incorporated school wide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	8000	8000

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 2102, 5220, 5210	Obj: 2102, 5220, 5210

Action #12

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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
	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Train staff for ELPAC administration.	Train staff for ELPAC administration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	1000	1000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 2102, 1120	Obj: 2102, 1120

Action #13

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

Students to be Served	Location(s)
N/A	N/A

OR

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

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

| English Learners, Foster Youth, Low Income | LEA-Wide | All Schools |

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**
	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	Provide opportunities for Professional Learning Communities. Continue the focus on student achievement data (EADMS)	Provide opportunities for Professional Learning Communities. Continue the focus on student achievement data (EADMS)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	1000	1000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 2102	Obj: 2102

Action #14

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

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

Modified

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Recruit and maintain highly-qualified teachers.

2019-20 Actions/Services

Recruit and maintain highly-qualified teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	70000	70000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 1110	Obj: 1110

Action #15

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

Students to be Served

Location(s)

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	N/A

Budgeted Expenditures

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

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

Modified

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:

Reports indicate the continued need to address suspension (46%) and attendance (84%) rates. The LCAP survey responses indicate that improvements to school culture may increase student connection to RCEA, specifically in the areas of respect and co-curricular activities.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	94%	N/A	Increase by 10% - from 84% to 94% (Actual: 2017-2018 84%)	Increase by 2% - 94% to 96%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Survey Data Anti-bullying (To be REPLACED by Outcome #4)	77.5% desire a program (To be REPLACED by Outcome #4)	N/A	Replaced by Outcome #4	Replaced by Outcome #4
LCAP Survey Data Co-Curricular Activities	44% desire more activities	N/A	Increase by 5% - from 62% to 67% (Clarification - Baseline metric assesses agreement on availability of activities, not desire) (Actual: 2017-18 62% of parents agree there are co-curricular activities available)	Increase by 5% - from 67% to 72%
LCAP Survey Satisfaction with Behavior and School Climate Program	2016-17 46% (2017-18 28% completely satisfied with the Behavior and School Climate Program)	N/A	Increase by 5% - from 28% to 33%	Increase by 5% - from 33% to 38%
Suspension Rate (all students)	2016-17 46%	N/A	Decrease by 10% - from 46% to 36%	Decrease by 10% - from 36% to 26%

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	**Location(s)**
N/A	N/A

<div align="center">**OR**</div>

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	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	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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
	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Administration, staff, and social worker will institute an anti-bullying plan to maintain a safe school environment.	Administration, staff, and social worker will institute an anti-bullying plan to maintain a safe school environment.

Budgeted Expenditures

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

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

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

(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. Very few parents (8) were involved in the LCAP survey. Only a minority of parents (22%) have registered parent portal accounts in the student information system, even though the majority of parents (73%) have provided email addresses. This information is indicative of the need to communicate more and engage parents to participate in both areas.

Expected Annual Measureable Outcomes

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

LCAP Parent Survey Participation	18.6%	N/A	Increase by 12% - from 8% to 20% (Actual: 2017-18 8%)	Increase by 10% - from 20% to 30%
Parent spectators at events (Replaced by Outcome #4)	3.7% (Replaced by Outcome #4)	N/A	(Replaced by Outcome #4)	(Replaced by Outcome #4)
LCAP Parent Meeting	6.3% (5/79)	N/A	Increase by 12% - from 8% to 20% (Actual: 2017-18 8%)	Increase by 10% - from 20% to 30%
Parent portal accounts in student information system	2017-18 78% of students are without parent portal accounts	N/A	Decrease by 28% - from 78% to 50%	Decrease by 25% - from 50% to 25%

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   **Location(s)**

N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
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	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	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	Location(s)
N/A	N/A

OR

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

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

| English Learners, Foster Youth, Low Income | Schoolwide | All Schools |

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
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	Location(s)
N/A	N/A

<div align="center">

OR

</div>

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
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	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
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: 2017-18

Estimated Supplemental and Concentration Grant Funds

$79,937

Percentage to Increase or Improve Services

11.12%

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.

1. Employ of a reading intervention program with priority given to English Learners.
2. Provide after school intervention and tutoring in English and Math.
3. Just Say Yes Anti-Bullying Program

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$242,596

Percentage to Increase or Improve Services

27.1%

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.

All actions/services are provided on a schoolwide basis