Local Control Accountability Plan and Annual Update (LCAP) Template

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 [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Riverside County Education Academy
Contact Name and Title	Angela Lawyer Principal

		Email and Phone	alawyer@rcoe.us (760)863-3112

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Riverside County Education Academy at Indio is a military charter school which serves grades 9-12. The Indio location is one of two school sites in the district. The Indio site currently serves 79 students. We hope to increase enrollment to 150 students in the 2017-2018 school year. We are a military academy with a focus on academics and military structure which builds discipline in cadets. The program is built on Rigor, Relevance, and Relationships. Rigor deepens the learning process for cadets with high levels of academic content and instruction. Relevance ensures that the instructional program aligns with cadets' interests and needs. Relationships promote connectedness within the school environment and tie the school to community as well.

LCAP HIGHLIGHTS

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

State Priorities:

Priority 1: Basic Conditions of Learning

-Teacher assignment

-Student access to standards aligned instructional materials

-Facilities in good repair

Priority 2: State Standards Conditions of Learning

-Assessment

-Curriculum

Priority 3: Parental Involvement (Engagement)

-Seek parent input and participation to enhance culture and climate and connectedness to family and community.

Priority 4: Pupil Achievement (Pupil Outcomes)

-Enhanced performance on standardized tests

-Increase in pupils that are college/career ready

-Increase in pupils that are English Proficient

-Increase in pupils that are reclassified English Learners

Priority 6: School Climate (Engagement)

-Decrease pupil suspension rates

-Employ alternative behavioral interventions

-Increase student activities

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

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-RCEA Indio has developed and implemented a schoolwide core belief system that is embedded in daily instruction and the school culture:
1. All cadets can learn.
2. We (the adults) control the environment for success.
3. Success breeds success.

-RCEA Indio has adopted Direct Interactive Instruction as a research based and results oriented instructional program to support teachers and engage students. The focus is of DII is as follows:
1. Academic Learning Time
2. Standards and Measurable Objectives
3. Lesson Structure and Sequence
4. Student Engagement: Interaction, Feedback, Correctives
5. Proactive Classroom Management

- RCEA Indio has launched the AVID elective and AVID strategies schoolwide for all students.

-RCEA Indio has employed Core Curriculum Coaches for Certificated Staff

-RCEA Indio had experienced consistent population growth since its opening Fall 2015

-RCEA Indio has implemented Professional Learning Communities for a more strategic approach to improving instruction and student outcomes

-RCEA Indio has deployed EADMS (Educator's Assessment Data Management System) to enhance instruction.

-RCEA Indio has developed a connectedness with family and community through School Site Advisory Council

-RCEA Indio has taken an active role in the intramural sports program

-RCEA Indio actively participates in a myriad of CACC activities

-RCEA Indio has an established Associated Student Body (ASB)

-RCEA Indio's certificated and non-certificated staff have experienced multiple opportunities for professional development

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 Indio needs to recruit and retain highly qualified staff in Science. -RCEA Indio needs to develop a strategic plan that addresses improving literacy and mathematics instruction and student achievement across all grade levels and subgroups. -RCEA Indio needs to implement more co-curricular activities to provide students with more access and maintain enrollment. -RCEA Indio needs to implement a schoolwide system to collect individual formative and summative data as a means to analyze student academic performance. -RCEA Indio needs to develop a formalized intervention program to provide academic support to students in core classes. -RCEA Indio needs to work on an expansion plan for future growth and development of the program.

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	RCEA Indio has the following performance gaps: -need to increase English Learner Proficiency -need to increase English and Language Arts assessment scores -need to increase Mathematics assessment scores -need to decrease suspensions -need to institute structured academic and behavioral intervention programs

INCREASED OR IMPROVED SERVICES

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.

-RCEA Indio will provide differentiated instruction and employ appropriate/structured interventions to better support English Learners.

-RCEA Indio will provide organized and structured instructional experiences based on Common Core State Standards and curriculum adoptions.

-RCEA Indio will provide certificated staff with appropriate professional development to support and enhance instructional practice.

-RCEA Indio will provide structured interventions for students needing additional support in core classes.

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	$1,234,833
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,234,833

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.

Staffing, professional development, textbooks, technology.

$714,189	Total Projected LCFF Revenues for LCAP Year

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 courses of study to graduate college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

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.	RCEA Indio has developed grade level CAASPP intervention cohorts to focus on test preparation, testing processes, and sample interim assessments. RCEA Indio offered A-G approved courses to cadets in preparation for college. RCEA Indio needs to initiate AP course offerings to support rigor in high school academics aligned with that of a college level course. However, the academy has developed a positive relationship with College of the Desert in: (1) the development of a Culinary CTE Strand, and (2) student admissions to the college through the "pLEDGE" 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	ACTUAL
1. Teachers will create new curriculum for A-G approval as needed and review approved curriculum for addendums as needed.	1. Teachers will write A-G courses for the approval process.
2. Teachers will use CAASPP tools to support instruction. They will facilitate increased engagement with CAASPP interim assessments and tools within the digital library.	2. Teachers were provided specialized instruction by grade level during intervention periods to engage students in CAASPP interim assessments.
3. Explore Advanced Placement (AP) course offerings.	3. We will provide training to staff to prepare for Advanced Placement course offerings to begin 2017-2018 school-year. (AP Language and Composition)
4. Initiate Career Technical Education (CTE) pathway on campus.	4. CTE Course Articulation Agreement with College of the Desert for the employ of a culinary strand at RCEA Indio
5. Purchase and replenish textbooks.	5. 100 % of Graduating Seniors have obtained conditional acceptance with tuition paid (Year One) at College of the Desert.
6. Purchase technological devices to support a 1:1 technology initiative.	6. We offered Science and Spanish courses via Edgenuity online.
7. Edgenuity Online Science and elective courses.	

Actions/Services

Expenditures

BUDGETED	ESTIMATED ACTUAL
$60,000	$57,280

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.	We will prepare to offer A-G approved courses which make students ready for college and career after graduation. The use of CAASPP digital tools to support instruction placed a laser focus on test preparation and facilitated initial alignment with instructional standards to support content mastery. RCEA Indio successfully started a CTE strand to be articulated on the high school campus.
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 said goals was effective. There is still more work and opportunity to provide appropriate staff development to support instructional practice and training for AP course offerings.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There is no material difference between budgeted expenditures and estimated actual expenditures.
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 purchase of technological devices for students is expected to have a positive impact on student achievement, enhance college/career readiness, and heighten student productivity during instruction and during testing.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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?

All educational stakeholders were consulted during this process. Parents, students, staff, and school administration were provided the opportunity to engage in the School Site Advisory Council (SSAC). The School Site Advisory Council met on the following dates: 11/9/2016, 1/25/2017, 2/16/2017. Stakeholders were informed of the purpose and function of the LCAP in February 2017. They were invited to participate in the survey on various dates and times on campus, as well as online. There was an LCAP focus group on 3/29/2017 where stakeholders shared ideas and opportunities focused around the state priorities. During the focus group, participants identified student/school needs associated with state priorities. Subsequently, there was a second LCAP meeting on 4/19/2017 where LCAP survey data was disseminated.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Data collected in the focus groups impacted the LCAP for 2017-2018. Stakeholder input at LCAP meetings and LCAP survey data indicate that there is a need to:

- Inform students of A-G courses (57%)
- Provide access to AP courses (41%)
- Provide access to Career Technical Education (40%)
- Improve student access to technology/internet (75%)

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.

☒ New	☐ Modified	☐ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Data obtained from state assessments (CAASPP), local assessments (formative/summative), action walks/observations, and teacher surveys indicate the need for further development with curriculum alignment to the standards, pacing, and scope/sequence.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2016-17	2017-18	2018-19	2019-20
SBAC Math % Standard Met	Baseline 2016-2017	Increased by 2% (from 0%-2%)	Increase by 2% (from 2% - 4%)	Increase by 2% (from 4%-6%)
SBAC ELA % Standard Met	Baseline 2016-2017	Increased by 2% (from 25%-27%)	Increase by 2% (from 27% - 29%)	Increase by 2% (from 29%-31%)
CST Science	Baseline 2016-2017	Increased by 2% (from 42.8% - 44.8%) (CAST Pilot 2017-2018)	Increase by 2% (from 44.8% - 46.8%)	Increase by 2% (46.8%- 48.8%)

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Riverside County Education Academy Indio ☒ Specific Grade spans: 9-12

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 Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Teachers will create new curriculum for A-G approval as needed and review approved curriculum for addendums as needed. 2. Teachers will utilize CAASPP tools to support instruction. They will facilitate increased engagement with CAASPP interim assessments and tools within the digital library.	1. Teachers will continue developing curriculum for A-G approval as needed and review approved curriculum for addendums as needed. 2. Teachers will utilize CAASPP tools to support instruction. They will facilitate increased engagement with CAASPP interim assessments and	1. Teachers will continue developing curriculum for A-G approval as needed and review approved curriculum for addendums as needed. 2. Teachers will utilize CAASPP tools to support instruction. They will facilitate increased engagement with CAASPP interim assessments and tools

3. Explore Advanced Placement (AP) course offerings (AP World History)

4. Initiate Career Technical Education (CTE) pathway on campus.

5. Purchase and replenish textbooks.

6. Purchase technological devices to support a 1:1 technology initiative.

7. Students will be enrolled in intervention classes for English and Math as appropriate

8. Core Subject teachers will have access to instructional coaches.

9. Teachers will review pacing guides and modify scope and sequence as needed to align with standards and SBAC.

10. Teachers will obtain ongoing support and training in differentiated and engaging instructional strategies. (DII)

11. Science Teachers will begin work on the Next Generation Science standards.

12. Certificated teachers and administrators will attend the AVID Summer Institute to further develop AVID strategies for schoolwide

tools within the digital library.

3. Continue Advanced Placement (AP) course offerings.

4. Initiate Career Technical Education (CTE) pathway on campus.

5. Purchase and replenish textbooks.

6. Replenish technological devices to support a 1:1 technology initiative.

7. Students will be enrolled in intervention classes for English and Math as appropriate

8. Core Subject teachers will have access to instructional coaches.

9. Teachers will review pacing guides and modify scope and sequence as needed to align with standards and SBAC.

10. Teachers will obtain ongoing support and training in

within the digital library.

3. Continue Advanced Placement (AP) course offerings.

4. Initiate Career Technical Education (CTE) pathway on campus.

5. Purchase and replenish textbooks.

6. Replenish technological devices to support a 1:1 technology initiative.

7. Students will be enrolled in intervention classes for English and Math as appropriate

8. Core Subject teachers will have access to instructional coaches.

9. Teachers will review pacing guides and modify scope and sequence as needed to align with standards and SBAC.

10. Teachers will obtain ongoing support and training in differentiated and engaging instructional strategies. (DII)

implementation.

13. Train staff for CELDT administration.

14. Develop Professional Learning Communities with a focus on student achievement data (EADMS)

15. Recruit a highly-qualified Science Teacher.

differentiated and engaging instructional strategies. (DII)

11. Science Teachers will work with the Next Generation Science standards and develop scope and sequence.

12. Certificated teachers and administrators will attend the AVID Summer Institute to further develop AVID strategies for schoolwide implementation.

13. Train new staff for CELDT administration.

14. Continue to develop Professional Learning Communities with a focus on student achievement data (EADMS)

11. Science Teachers will continue work on the Next Generation Science standards and further develop curriculum.

12. Certificated teachers and administrators will attend the AVID Summer Institute to further develop AVID strategies for schoolwide implementation.

13. Train new staff for CELDT administration.

14. Continue to develop Professional Learning Communities with a focus on student achievement data (EADMS)

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	$176,000	Amount	$70,000	Amount	$70,000
Source	C, LCFF	Source	C, LCFF	Source	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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 (see instructions).

1. Employ of a reading intervention program with priority given to English Learners.

2. Provide after school intervention and tutoring in English and Math.

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 2	Improve Student Engagement/School Climate Outcomes.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

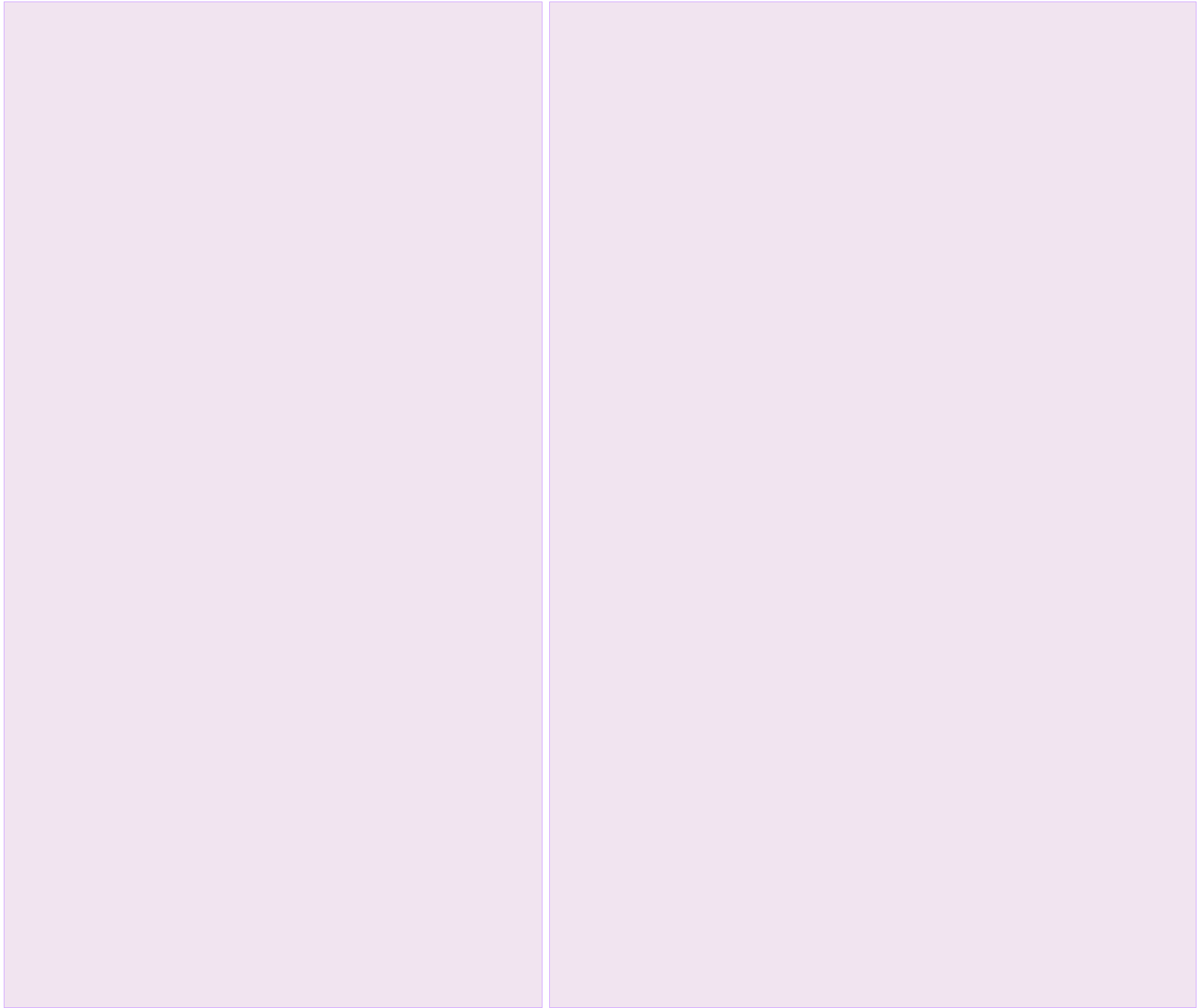| EXPECTED	ACTUAL
RCEA Indio wants to enhance school connectedness and school culture for its students. The most impactful vehicle for impacting school culture is high attendance rates for students. We also want to enhance the perceptions of safety on campus by employing an anti-bullying program. RCEA Indio will increase student recognition events to improve school climate. The school will also offer more co-curricular activities to complement the academic experience.	RCEA Indio has maintained a 94% attendance rate for the current school year. RCEA Indio has employed a social worker intern who serves the socio-emotional needs of cadets and who has also started work on an anti-bullying plan. We have increased student recognition events to promote positive school culture and will continue to grow in this area. We have added intramural sports (football, basketball, soccer) to the program this year and will continue to bolster more sports and activities to heighten student engagement.

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	ACTUAL
1. 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.	1. We have made significant progress with attendance monitoring using the automated dialer in conjunction with the Aeries SIS.
2. Administration, staff, and social worker will institute an anti-bullying plan to maintain a safe school environment.	2. Social worker intern has worked in collaboration with the school principal to construct an appropriate anti-bullying plan
3. Staff and administration will increase student recognition events to foster positive school climate.	3. Cadets have experienced more student recognition events (i.e. Honor Roll, promotions, drill, CACC honors)
4. RCEA Indio will increase the offerings of co-curricular activities and sports programs.	4. We have added intramural sports to supplement the academic program and will continue to grow in this area.

Actions/Services		
Expenditures	BUDGETED $32,000	ESTIMATED ACTUAL $11,347

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.	We have experienced great gains in college and career readiness with our students. One of our greatest opportunities to impact school climate is through the increase of student activities and sports. The addition of intramural sports has added to the positive school climate. Yet there is room for more growth in this area.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services performed were effective overall. However, there an opportunity to continue development of the anti-bullying program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There is no difference between the budgeted expenditures and the estimated actual expenditures.
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.	LCAP survey results indicate growth in the school climate categories, with greatest need in the area of student activities. RCEA Indio will continue work on growth in this area.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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?

All educational stakeholders were consulted during this process. Parents, students, staff, and school administration were provided the opportunity to engage in the School Site Advisory Council (SSAC). The School Site Advisory Council met on the following dates: 11/9/2016, 1/25/2017, 2/16/2017. Stakeholders were informed of the purpose and function of the LCAP in February 2017. They were invited to participate in the survey on various dates and times on campus, as well as online. There was an LCAP focus group on 3/29/2017 where stakeholders shared ideas and opportunities focused around the state priorities. Subsequently, there was a second LCAP meeting on 4/19/2017 where LCAP survey data was disseminated.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Consult with the stakeholders at RCEA Indio was instrumental in constructing the related goals. Survey data indicates that 77.5% of all stakeholders want to start an anti-bullying program on site. While 44% of stakeholders agree that RCEA Indio needs more co-curricular activities for students.

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.

☒ New	☐ Modified	☐ Unchanged

Goal 2	Improve Student Engagement and school climate outcomes.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need

Local data and LCAP survey data indicates a need to continue to improve daily attendance, conduct more student recognition events, develop antibullying plan, and deploy more co-curricular activities for students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	94%	Increase 2% 94% to 96%	Increase 2% 96% to 98%	Increase 2% 98% to 100%
LCAP Survey Data Anti-bullying	77.5% desire a program	Increase satisfaction 2%	Increase satisfaction 2%	Increase satisfaction 2%
LCAP Survey Data Co-Curricular Activities	44% desire more activities	Increase by 2 activities/sports	Increase by 2 activities/sports	Increase by 2 activities/sports

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Riverside County Education Academy Indio ☒ Specific Grade spans:_____

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 ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. 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. 2. Administration and social worker will institute an anti-bullying plan to maintain a safe school environment.	1. 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. 2. Administration and social worker will continue implementation of an anti-bullying plan to maintain a safe	1. 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. 2. Administration and social worker will continue implementation of an anti-bullying plan to maintain a safe

3. Staff and administration will increase student recognition events to foster positive school climate. 4. RCEA Indio will increase the offerings of co-curricular activities and sports program	school environment. 3. Staff and administration will continue student recognition events to foster positive school climate. 4. RCEA Indio will add 2 co-curricular activities and sports program	school environment. 3. Staff and administration will continue student recognition events to foster positive school climate. 4. RCEA Indio will add 2 co-curricular activities and sports program

BUDGETED EXPENDITURES

2017-18

Amount	$32,000
Source	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

2018-19

Amount	$37,000
Source	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

2019-20

Amount	$42,000
Source	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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 (see instructions).

Just Say Yes Anti-Bullying Program

Annual Update

LCAP Year Reviewed: 2017-2020

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 3	Increase parental communication and engagement. Ensure that all communication is transmitted in both English and Spanish.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
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.	We have an opportunity for growth in this area. Parents have indicated a desire to be more involved on campus. We have increased communication with parent with the use of our InTouch Dialer, increased memorandum, and increased phone calls with parents. We have also experienced greater participation at student events, parent conferences, and parent meetings. We also make ongoing publications and updates to the school website. But there is still an opportunity to engage in further outreach.

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	ACTUAL
Actions/Services	1. Continue the use of the automated dialing system for ongoing communication. 2. Conduct parent workshops and academies to inform parents of how to support their students' academic goals. 3. Improved participation in parent advisory/school site council. 4. Increase parental attendance and participation at school events (i.e. sports, awards, CACC events) 5. Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.	1. The automated dialing system sends all messages to parents in both English and Spanish. 2. Need to establish parent workshops to support parents in support our students academically. 3. Continue to utilize sign in sheets for parent events to track parent attendance. 4. Continue to utilize the website and the automated dialer to inform parents of calendared events. 5. Ensure that all written communication is provided in both English and Spanish. We also provide translation services as needed for meetings.
Expenditures	BUDGETED $24,000	ESTIMATED ACTUAL $19,873

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 employ of the InTouch Dialer has made a profound and positive impact on our parental communication. Parents receive messages in both English and Spanish. Parents are also informed of upcoming events in a timely manner. The use of sign in sheets at Parent Conferences, School Site Advisory Council, and LCAP meetings allow us to track parent involvement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	School administrators were provided with effective training for the use of the InTouch Dialer. Principals were also provided website and telephonic references for technological support when needed. While there is still an opportunity in this area, parental responsiveness and participation rates have increased with the use of the dialer. Regular updates to the website, Facebook page, and school calendar have also improved parental engagement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There have been no material differences between budgeted expenditures and estimated actual expenditures.
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.	There are many opportunities for parents to engage in school events. The most notable area is in the area parent teacher conferences. More than 50% of parents attend parent conferences. And the goal is to further improve this participation rate. Ongoing communication with parents using various media and tracking will further enhance results.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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?

All educational stakeholders were consulted during this process. Parents, students, staff, and school administration were provided the opportunity to engage in the School Site Advisory Council (SSAC). The School Site Advisory Council met on the following dates: 11/9/2016, 1/25/2017, 2/16/2017. Stakeholders were informed of the purpose and function of the LCAP in February 2017. They were invited to participate in the survey on various dates and times on campus, as well as online. There was an LCAP focus group on 3/29/2017 where stakeholders shared ideas and opportunities focused around the state priorities. Subsequently, there was a second LCAP meeting on 4/19/2017 where LCAP survey data was disseminated.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Meetings with stakeholders and the LCAP survey indicate a need to continue parent meetings, continue School Site Advisory Council (SSAC), and continue all forms of communication with parents/guardians. The SSAC will continue to meet, hear and address the needs of students and parents. The stakeholders will be informed consistently and timely regarding student achievement, student/school progress, college/career readiness. The SSAC in conjunction with other communication tools will increase communication and engagement 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.

☒ New	☐ Modified	☐ Unchanged

Goal 3	Increase parental communication and engagement. Ensure that all communication is transmitted in both English and Spanish.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Local data supported by parent surveys indicate that there is a need to increase parent engagement and involvement through enhanced communication.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Parent Survey Participation	18.6%	Increase 15% 18.6% to 33.6%	Increase 15% 33.6% to 48.6%	Increase 15% 48.6% to 64.6%
Parent Spectators at events	3.7%	Increase 15% 3.7% to 18.7%	Increase 15% 18.7% to 33.7%	Increase 15% 33.7% to 48.7 %
LCAP Parent Meeting	6.3% (5/79)	Increase 15% 6.3% to 21.3%	Increase 15% 21.3% to 36.3%	Increase 15% 36.3% to 51.3%

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☒ Specific Schools: Riverside County Education Academy Indio ☐ Specific Grade spans:9-12

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 ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific School: Riverside County Education Academy Indio ☐ Specific Grade spans:9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Based on LCAP survey data, continue the use of the automated dialing system for ongoing communication. 2. Initiate parent workshops and academies to inform parents of how to support their students' academic goals. 3. Improve participation in parent advisory/school site council. 4. Increase parental attendance and participation at school events (i.e. sports, awards, CACC events)	1. Continue the use of the automated dialing system for ongoing communication. 2. Continue to offer parent workshops and academies to inform parents of how to support their students' academic goals. 3. Solicit more participation	1. Continue the use of the automated dialing system for ongoing communication. 2. Continue to offer parent workshops and academies to inform parents of how to support their students' academic goals. 3. Solicit more participation in parent advisory/school site council.

5. Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.	in parent advisory/school site council. 4. Continue to increase parental attendance and participation at school events (i.e. sports, awards, CACC events) 5. Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.	4. Continue to increase parental attendance and participation at school events (i.e. sports, awards, CACC events) 5. Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$24,000	Amount	$30,000	Amount	$35,000
Source	C, LCFF	Source	C, LCFF	Source	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☐ 2017–18 ☐ 2018–19 ☐ 2019–20

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 (see instructions).

- Parent academies for English Learners will improve parent involvement for EL students.
- Translation services at all events will further increase parent involvement.