

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • Business Manager started attending CBO meetings for LCFF/LCAP implementation on a monthly basis. • Director of Academics attended, quarterly, LCAP workshop at ICOE. • Business Manager attended LCAP workshop at ICOE • Director of Academics, Data Coach and Business Manager attended workshop at ICOE. • Sent calendar to parents and teachers regarding the LCFF and LCAP Parent/Community Meeting. (April 2015) • Provided letters to parents inviting them to the LCFF and LCAP meeting and provided some LCFF background. (April 2015) • Director of Academics and Business Manager presented to the teachers the LCFF and LCAP overview. Got teachers’ input. • Director of Academics and Business Manager presented to the parents and community members- provided survey to gather their input. (April 2015) 	<p>Meeting with teachers and staff were held and shared the information as received from various trainings that both the regional director, director of academics and business manager attended. The information included the following:</p> <ul style="list-style-type: none"> • Power point with LCFF and LCAP information. • Activity where staff shared their input based on the eight priorities. <p>Staff members were broken into small groups and wrote done their input for each of the state priorities and posted them on the poster size chart paper used to identify each of the priorities. These were collected and then condensed to a document of input used to develop the LCAP.</p> <p>A parent letter was sent to all parents to provide basic</p>

<ul style="list-style-type: none"> • Regional Director presented to the School Site Council- provided survey to get the site council input. Invited site council to be part of the LCAP parent committee.(April 2015) • Gather all information from parent/community/students/teachers and draft LCAP (February – April 2015) • Reviewed LCFF and LCAP information with school board (March 2015) • Meeting with teachers to go over the LCAP. Updated LCAP as per teachers input • Met with PTO regarding final input for LCAP (April 2015) • Business manager participated in engagement meeting for foster youth (May 2015) • Made available LCAP plan for board meeting public hearing (May 2015) 	<p>information on the Local Funding Formula and its effect on the school budget.</p> <p>Parents completed a parent survey about the school. The survey information was used to compile parent’s ideas and suggestions on areas they would like to see improved in the school based on students’ needs overall.</p> <p>Meeting with community members and stakeholders served as a way to inform, educate and gather input. Business manager reviewed the Local Control Funding Formula and how it would impact our funding based on numbers of English Learners, Low Socioeconomic and Foster Youth students. A survey was completed and collected from those that attended the meeting.</p> <p>Several staff meetings were held to provide information for classroom teachers and classified staff.</p> <p>Meeting with school site council members to inform, educate, and gather input from members. Associate Regional Director, Grace Jiminez and Regional Director, Darrin Anderson presented general information on the LCFF and LCAP. Surveys by all participants were completed and collected.</p> <p>Students completed a survey answering the following questions:</p> <ol style="list-style-type: none"> 1. My school provides a good education for students 2. My school provides everything I need to learn while at school 3. English learners are being taught to speak, read and write in English as quickly as possible 4. My school prepares students for future college OR career path. 5. My school contacts my parents/guardian if I am late to school or absent 6. I look forward to coming to school each day 7. My school works with my parents/guardian to help me do my best in school. 8. My teacher or principal has talked about how the school will teach the Common Core State Standards.
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	9. What is one thing that the school could do that would help you better achieve all of your learning goals?
<p>Annual Update:</p> <p>The staff at Imagine Riverside County attended several meetings and trainings to gain knowledge in completing the LCAP including the new template.</p> <p>Once the trainings were attended a timeline for meetings to inform all stakeholders were scheduled. The team also developed powerpoints in English and Spanish for parents. Surveys were developed to mirror the goals and help the team learn and evaluate the outcome of the plan.</p>	<p>Annual Update:</p> <p>The staff then scheduled several meetings to include all stakeholders, board members, classroom teachers, parents, students and community members.</p> <p>A family, student and staff survey was completed for the 2014/2015 school year. These surveys reflected input in regards to the goals written in the LCAP. It provided input that led to new goals and areas of concern/celebration and/or focus for the school year.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	Increase percent of students who have met proficiency in reading and math.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Currently the students at Imagine Schools, Riverside County have not taken the state test as the school is still a K-2 school. However, the current Galileo and STAR assessment data reflect a need to increase students’ progress in Reading and Math. Students will show a 20% increase in their end of the year Galileo and STAR assessment results in Reading and Math.	
Goal Applies to:	Schools: Imagine Schools Riverside County	

Applicable Pupil Subgroups: All

LCAP Year 1: 2015/16

Expected Annual Measurable Outcomes: Increase percent of students who have met proficiency in reading and math by 20 percent every year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide access to all standards based curriculum, assessments and high quality based instruction to prepare students for proficiency in the reading and math. Purchase New Common Core Math Curriculum.</p> <p>Provide professional development through PLC' where teachers review data, monitor student progress and develop improvement plans focused on the implementation of best practices, CCSS and reviewing on going assessments.</p>	All	<p><u>X</u> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	\$5,000.00
<p>Purchase Common Core Math and ELA Curriculum-for third grade and any other grade where the enrollment increases and an additional class needs to be opened.</p>	All	<p><u>X</u> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	\$40,000.00
<p>Provide similar CCSS staff development opportunities specific to special education teacher needs Provide curriculum resources specific to students needs in special education and IEP goals to include CCSS</p>	All	<p><u>X</u> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Special</u></p>	\$6,000.00

		Education _____	
Provide a support system inclusive of differentiated instruction and interventions through RTI for all students throughout the day, before and afterschool programs. Hire before and afterschool aides for the B & A programs.	All	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000.00
Provide instructional assistants to help engage students while teachers work with small groups through universal access.	All	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$30,000.00
Provide training on the implementation of direct instruction and student engagement strategies.	All	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0
Hire instructional support to assist classroom teachers with delivery of instruction and implementation of interventions as well as arts program.	All	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$30,000.00
Purchase and implement accelerated reader license for	All	<u> X </u> ALL	\$6,000.00

each student in 1 st -3 rd grades.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide rewards and incentives for students that meet accelerated reader and math goals. Purchase accelerated reader license for students to begin accelerated program.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000.00
Implement STEM (science,technology, engineering and math program). Purchase STEM kits and provide training to all staff.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$8,000.00
Extended academic programs for students to increase learning time and provide focused interventions based on students' needs.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$8,000.00
Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	\$2,000.00

		Subgroups:(Specify) _____	
Purchase ELD supplemental materials and implement during ELD time with all English Learners.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000.00
Provide professional development on the new ELD CCSS and the new CELDT assessment.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000.00
Provide Americorp aides for students with high number of English Learners to work with student on the development of English literacy skills.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$30,000.00
GOAL 2:	The school will provide students with a clean, healthy, physically and emotionally safe environment.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Currently the school's facilities review shows 0% findings in Williams. Currently the parent survey reflects that over 80% agree that the school is safe.		

Goal Applies to:		Schools: Imagine Schools, Riverside County	Applicable Pupil Subgroups:
LCAP Year 1: 2015/16			
Expected Annual Measurable Outcomes:	To improve school cleanliness and facility maintenance. Continue to have 0% findings in Williams. Our parent and staff surveys reflect over 80% agree that the school is safe and we would like to increase these results to 100%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will be provided with a cleaner, better maintained learning environment</p> <p>An environment that is clean and well maintained provides a focused and structured environment conducive to learning and increased pride which results in students wanting to attend school and parents sending their children to school</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	0
<p>The school will provide a safe learning environment where students learn about positive character, values and social skills necessary to build relationships and increase their self-esteem</p> <p>School staff will receive training in character development and Imagine's Shared Values.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	0
<p>Physical and mental supports provided by and psychologist</p> <p>Provide support services for students with behavior, attendance, and/or social emotional issues.</p> <p>Hire a part-time psychologist and school health aide.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	\$60,000.00

		Subgroups:(Specify) _____	
The school will provide innovative programs through the use of technology, science, math, arts, and project based learning to engage students in learning. Additionally, will provide extracurricular activities and afterschool opportunities such as educational fieldtrips and other activities Technology assistant, librarian and art/music teacher to assist in the delivery of specific skills in content area and assist in research for project based learning	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$20,000.00
Purchase of additional resources and curriculum needed for the extracurricular programs	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$3,000.00
Provide anti-bullying PD for staff and invite presenters for student assemblies.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000.00
Provide PD in positive behavior intervention reinforcement and implement behavior charts for students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	\$1,000.00

		Subgroups:(Specify) _____	
Provide instruction to students on the Six Pillars of Character Education along with PD for teachers.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
GOAL 3:	Parents, family and community stakeholders will become more fully engaged in school activities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Based on the parent annual survey, 77% of the parents indicated that their child's teacher communicates about their child's progress in school. 87% of the parents indicated they are offered opportunities to be involved in their child's education.		
Goal Applies to:	Schools:	Imagine Schools, Riverside County	
	Applicable Pupil Subgroups:		
LCAP Year 1: 2015/16			
Expected Annual Measurable Outcomes:	Imagine Schools Riverside County's goal is to increase the number of parents indicating that their child's teacher communicate with them about their child's progress to 90%. In addition, Imagine Riverside would like to maintain and increase the percent of parents that indicate the school offers opportunities to be involved in their child's school to 97%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Stakeholders involvement in the education of students will increase resulting in the increase of their skills in working with students	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	\$5,000.00

<p>Implement Academic Parent Teacher Teams (APTT). Purchase materials and necessary media for parent notification and supplies necessary to conduct the meetings.</p>		<p>proficient __Other Subgroups:(Specify)_____</p>	
<p>Open House 2x a year and provide opportunity for parents to learn about the educational programs</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500.00</p>
<p>Kindergarten Roundups where new parents participate in an initial meeting/training in parent education prior to enrolling their child at Imagine School</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500.00</p>
<p>Stakeholders will receive consistent communication to inform of services and school activities Communication will be translated for Spanish speaking families</p> <p>Communication to parents and stakeholders include the following: Monthly Calendar Monthly Newsletter Friday Folders Phone Blast Mailings</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1500.00</p>

<p>Provide opportunities for parents of low income families to access internet and other resources at school through a parent center stationed at the school.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$500.00</p>
<p>Hire supervision staff to conduct home visits to homes of parents of low income students that have a high number of absences and provide resources and information that will educate parents on the importance of attending school daily.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000.00</p>
<p>Provide ongoing staff development training for bilingual parents through ELAC and DELAC meetings on a monthly basis.</p>	<p>All</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$350.00</p>
<p>Provide training for parents on how to monitor their child's Accelerated Reader and Accelerated Math goals.</p>	<p>All</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2000.00</p>

GOAL 1:	Increase percent of students who have met proficiency in reading and math.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ 4_ <input checked="" type="checkbox"/> 5_ 6_ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ 10_ Local : Specify _____
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Identified Need :	Currently the students at Imagine Schools, Riverside County have not taken the state test as the school is still a K-2 school. However, the current Galileo and STAR assessment data reflect a need to increase students' progress in Reading and Math. Students will show a 20% increase in their end of the year Galileo and STAR assessment results in Reading and Math.
Goal Applies to:	Schools: Imagine Schools Riverside County Applicable Pupil Subgroups: All

LCAP Year 2: 2016/17

Expected Annual Measurable Outcomes:	Increase percent of students who have met proficiency in reading and math by 20 percent every year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide access to all standards based curriculum, assessments and high quality based instruction to prepare students for proficiency in the reading and math. Purchase New Common Core Math Curriculum. Provide professional development through PLC' where teachers review data, monitor student progress and develop improvement plans focused on the implementation of best practices, CCSS and reviewing on going assessments.	All	<u> X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$5,000.00
Purchase Common Core Math and ELA Curriculum-for	All	<u> X ALL</u>	\$40,000.00

<p>third grade and any other grade where the enrollment increases and an additional class needs to be opened.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Provide similar CCSS staff development opportunities specific to special education teacher needs Provide curriculum resources specific to students needs in special education and IEP goals to include CCSS</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$6,000.00</p>
<p>Provide a support system inclusive of differentiated instruction and interventions through RTI for all students throughout the day, before and afterschool programs. Hire before and afterschool aides for the B & A programs.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000.00</p>
<p>Provide instructional assistants to help engage students while teachers work with small groups through universal access.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$30,000.00</p>
<p>Provide training on the implementation of direct instruction and student engagement strategies.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	<p>0</p>

		Subgroups:(Specify) _____	
Hire instructional support to assist classroom teachers with delivery of instruction and implementation of interventions as well as arts program.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$30,000.00
Purchase and implement accelerated reader license for each student in 1 st -3 rd grades.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000.00
Provide rewards and incentives for students that meet accelerated reader and math goals.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000.00
Implement STEM (science, technology, engineering and math program. Purchase STEM kits and provide training to all staff.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$8,000.00
Purchase special education assessments and	All	<input type="checkbox"/> ALL	\$10,000.00

supplemental materials to use specifically for special education studnets.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Part time psychologist to provide testing and intervention assessments for students.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000.00
Purchase special education assessments and supplemental materials to use specifically for special education studnets.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000.00
Part time psychologist to provide testing and intervention assessments for students.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000.00
Extended academic programs for students to increase learning time and provide focused interventions based on students' needs.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	\$8,000.00

		Subgroups:(Specify) _____	
Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000.00
Purchase ELD supplemental materials and implement during ELD time with all English Learners.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000.00
Provide professional development on the new ELD CCSS and the new CELDT assessment.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Provide Americorp aides for students with high number of English Learners to work with student on the development of English literacy skills.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$30,000.00
GOAL The school will provide students with a clean, healthy, physically and emotionally safe environment.			Related State and/or Local Priorities:

2:

1 x 2 x 3 4 5 6 x
 7 x 8
 COE only: 9 10
 Local : Specify _____

Identified Need : Currently the school’s facilities review shows 0% findings in Williams. Currently the parent survey reflects that over 80% agree that the school is safe.

Goal Applies to: Schools: Imagine Schools, Riverside County
 Applicable Pupil Subgroups: _____

LCAP Year 2: 2016/17

Expected Annual Measurable Outcomes: To improve school cleanliness and facility maintenance. Continue to have 0% findings in Williams. Our parent and staff surveys reflect over 80% agree that the school is safe and we would like to increase these results to 100%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will be provided with a cleaner, better maintained learning environment</p> <p>An environment that is clean and well maintained provides a focused and structured environment conducive to learning and increased pride which results in students wanting to attend school and parents sending their children to school</p>	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	0
<p>The school will provide a safe learning environment where students learn about positive character, values and social skills necessary to build relationships and increase their self-esteem</p> <p>School staff will receive training in character development and Imagines Shared Values.</p>	All	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	0

<p>Physical and mental supports provided by and psychologist Provide support services for students with behavior, attendance, and/or social emotional issues. Hire a part-time psychologist and school health aide.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$60,000.00</p>
<p>The school will provide innovative programs through the use of technology, science, math, arts, and project based learning to engage students in learning. Additionally, will provide extracurricular activities and afterschool opportunities such as educational fieldtrips and other activities Technology assistant, librarian and art/music teacher to assist in the delivery of specific skills in content area and assist in research for project based learning</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$8,000.00</p>
<p>Purchase of additional resources and curriculum needed for the extracurricular programs</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$3,000.00</p>
<p>Provide anti-bullying PD for staff and invite presenters for student assemblies.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other</p>	<p>\$2,000.00</p>

		Subgroups:(Specify) _____	
Provide PD in positive behavior intervention reinforcement and implement behavior charts for students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,000.00
Provide instruction to students on the Six Pillars of Character Education along with PD for teachers.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
GOAL 3:	Parents, family and community stakeholders will become more fully engaged in school activities.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Based on the parent annual survey, 77% of the parents indicated that their child's teacher communicates about their child's progress in school. 87% of the parents indicated they are offered opportunities to be involved in their child's education.		
Goal Applies to:	Schools:	Imagine Schools, Riverside County	
	Applicable Pupil Subgroups:		
LCAP Year 2: 2016/17			
Expected Annual Measurable Outcomes:	Imagine Schools Riverside County's goal is to increase the number of parents indicating that their child's teacher communicate with them about their child's progress to 90%. In addition, Imagine Riverside would like to maintain and increase the percent of parents that indicate the school offers opportunities to be involved in their child's		

school to 97%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Stakeholders involvement in the education of students will increase resulting in the increase of their skills in working with students</p> <p>Implement Academic Parent Teacher Teams (APTT). Purchase materials and necessary media for parent notification and supplies necessary to conduct the meetings.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	\$5,000.00
<p>Open House 2x a year and provide opportunity for parents to learn about the educational programs</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	\$500.00
<p>Kindergarten Roundups where new parents participate in an initial meeting/training in parent education prior to enrolling their child at Imagine School</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	\$500.00
<p>Stakeholders will receive consistent communication to inform of services and school activities</p> <p>Communication will be translated for Spanish speaking families</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	\$1500.00

<p>Communication to parents and stakeholders include the following: Monthly Calendar Monthly Newsletter Friday Folders Phone Blast Mailings</p>			
<p>Provide opportunities for parents of low income families to access internet and other resources at school through a parent center stationed at the school.</p>	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500.00
<p>Hire supervision staff to conduct home visits to homes of parents of low income students that have a high number of absences and provide resources and information that will educate parents on the importance of attending school daily.</p>	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000.00
<p>Provide ongoing staff development training for bilingual parents through ELAC and DELAC meetings on a monthly basis.</p>	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$350.00
<p>Provide training for parents on how to monitor their child's Accelerated Reader and Accelerated Math</p>	All	<input checked="" type="checkbox"/> ALL	\$500.00

goals.	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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GOAL 1:	Increase percent of students who have met proficiency in reading and math.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	Currently the students at Imagine Schools, Riverside County have not taken the state test as the school is still a K-2 school. However, the current Galileo and STAR assessment data reflect a need to increase students' progress in Reading and Math. Students will show a 20% increase in their end of the year Galileo and STAR assessment results in Reading and Math.	
Goal Applies to:	Schools: Imagine Schools Riverside County Applicable Pupil Subgroups: All	
LCAP Year 3: 2017/18		
Expected Annual Measurable Outcomes:	Increase percent of students who have met proficiency in reading and math by 20 percent every year.	
	Scope of Service	Budgeted Expenditures
Provide access to all standards based curriculum, assessments and high quality based instruction to prepare students for proficiency in the reading and math. Purchase New Common Core Math Curriculum. Provide professional development through PLC' where teachers review data, monitor student progress and	All	\$5,000.00
		Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

develop improvement plans focused on the implementation of best practices, CCSS and reviewing on going assessments.			
Purchase Common Core Math and ELA Curriculum-for third grade and any other grade where the enrollment increases and an additional class needs to be opened.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$40,000.00
Provide similar CCSS staff development opportunities specific to special education teacher needs Provide curriculum resources specific to students needs in special education and IEP goals to include CCSS	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u> _____	\$6,000.00
Provide a support system inclusive of differentiated instruction and interventions through RTI for all students throughout the day, before and afterschool programs. Hire before and afterschool aides for the B & A programs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$20,000.00
Provide instructional assistants to help engage students while teachers work with small groups through universal access.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$30,000.00

Provide training on the implementation of direct instruction and student engagement strategies.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	0
Hire instructional support to assist classroom teachers with delivery of instruction and implementation of interventions as well as arts program.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$30,000.00
Purchase and implement accelerated reader license for each student in 1 st -3 rd grades.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000.00
Provide rewards and incentives for students that meet accelerated reader and math goals.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000.00
Implement STEM (science, technology, engineering	All	<input checked="" type="checkbox"/> ALL	\$8,000.00

<p>and math program. Purchase STEM kits and provide training to all staff.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Extended academic programs for students to increase learning time and provide focused interventions based on students' needs.</p>	<p>All</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$8,000.00</p>
<p>Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations.</p>	<p>All</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,000.00</p>
<p>Purchase ELD supplemental materials and implement during ELD time with all English Learners.</p>	<p>All</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000.00</p>
<p>Purchase special education assessments and supplemental materials to use specifically for special education studnets.</p>	<p>All</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special</u></p>	<p>\$10,000.00</p>

		Education _____	
Part time psychologist to provide testing and intervention assessments for students.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify <u>Special Education</u>)	\$50,000.00
Provide professional development on the new ELD CCSS and the new CELDT assessment.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
Provide Americorp aides for students with high number of English Learners to work with student on the development of English literacy skills.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$30,000.00
GOAL 2:	The school will provide students with a clean, healthy, physically and emotionally safe environment.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Currently the school's facilities review shows 0% findings in Williams. Currently the parent survey reflects that over 80% agree that the school is safe.		

Goal Applies to:		Schools: Imagine Schools, Riverside County	Applicable Pupil Subgroups:
LCAP Year 3: 2017/18			
Expected Annual Measurable Outcomes:	To improve school cleanliness and facility maintenance. Continue to have 0% findings in Williams. Our parent and staff surveys reflect over 80% agree that the school is safe and we would like to increase these results to 100%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will be provided with a cleaner, better maintained learning environment</p> <p>An environment that is clean and well maintained provides a focused and structured environment conducive to learning and increased pride which results in students wanting to attend school and parents sending their children to school</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	0
<p>The school will provide a safe learning environment where students learn about positive character, values and social skills necessary to build relationships and increase their self-esteem</p> <p>School staff will receive training in character development and Imagines Shared Values.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$3,000.00
<p>Physical and mental supports provided by and psychologist</p> <p>Provide support services for students with behavior, attendance, and/or social emotional issues.</p> <p>Hire a part-time psychologist and school health aide.</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	\$40,000.00

		Subgroups:(Specify) _____	
The school will provide innovative programs through the use of technology, science, math, arts, and project based learning to engage students in learning. Additionally, will provide extracurricular activities and afterschool opportunities such as educational fieldtrips and other activities Technology assistant, librarian and art/music teacher to assist in the delivery of specific skills in content area and assist in research for project based learning	All	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$8,000.00
Purchase of additional resources and curriculum needed for the extracurricular programs	All	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$3,000.00
Provide anti-bullying PD for staff and invite presenters for student assemblies.	All	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$2,000.00
Provide PD in positive behavior intervention reinforcement and implement behavior charts for students.	All	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other	\$1,000.00

		Subgroups:(Specify) _____	
Provide instruction to students on the Six Pillars of Character Education along with PD for teachers.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
GOAL 3:	Parents, family and community stakeholders will become more fully engaged in school activities.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Based on the parent annual survey, 77% of the parents indicated that their child's teacher communicates about their child's progress in school. 87% of the parents indicated they are offered opportunities to be involved in their child's education.		
Goal Applies to:	Schools:	Imagine Schools, Riverside County	
	Applicable Pupil Subgroups:		
LCAP Year 3: 2017/18			
Expected Annual Measurable Outcomes:	Imagine Schools Riverside County's goal is to increase the number of parents indicating that their child's teacher communicate with them about their child's progress to 90%. In addition, Imagine Riverside would like to maintain and increase the percent of parents that indicate the school offers opportunities to be involved in their child's school to 97%.		
	Actions/Services	Scope of Service	Budgeted Expenditures
Stakeholders involvement in the education of students will increase resulting in the increase of their skills in working with students		All	\$3,000.00
		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	

<p>Implement Academic Parent Teacher Teams (APTT). Purchase materials and necessary media for parent notification and supplies necessary to conduct the meetings.</p>		<p>proficient __Other Subgroups:(Specify)_____</p>	
<p>Open House 2x a year and provide opportunity for parents to learn about the educational programs</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500.00</p>
<p>Kindergarten Roundups where new parents participate in an initial meeting/training in parent education prior to enrolling their child at Imagine School</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$500.00</p>
<p>Stakeholders will receive consistent communication to inform of services and school activities Communication will be translated for Spanish speaking families</p> <p>Communication to parents and stakeholders include the following: Monthly Calendar Monthly Newsletter Friday Folders Phone Blast Mailings</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1500.00</p>

<p>Provide opportunities for parents of low income families to access internet and other resources at school through a parent center stationed at the school.</p>	<p>All</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$500.00</p>
<p>Hire supervision staff to conduct home visits to homes of parents of low income students that have a high number of absences and provide resources and information that will educate parents on the importance of attending school daily.</p>	<p>All</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$20,000.00</p>
<p>Provide ongoing staff development training for bilingual parents through ELAC and DELAC meetings on a monthly basis.</p>	<p>All</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$350.00</p>
<p>Provide training for parents on how to monitor their child's Accelerated Reader and Accelerated Math goals.</p>	<p>All</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$500.00</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Increase percent of students who have met proficiency in reading and math.		Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__ 5__ 6__ 7__x_ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Imagine Schools Riverside County		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increase proficiency level by 20%.		Actual Annual Measurable Outcomes:	We are currently using the STAR. Galileo, Dibels / IDEL to monitor student progress until we move into our 3 rd year when we will administer Smarter Balance.
LCAP Year: 2014/15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
Scope of service:	All	Professional Development Cost, Use of substitute for PLC mtgs., Stipends for teachers, Conferences/su mmer prep	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide access to all standards based curriculum, assessments and high quality based instruction to prepare students for proficiency in the reading and math.			Students at Imagine Riverside were provided a standards based curriculum, assessments and high quality instruction. Professional development was provided around data	
			Estimated Actual Annual Expenditures	\$7,200.00

Provide professional development through PLC' where teachers review data, monitor student progress and develop improvement plans focused on the implementation of best practices, CCSS and reviewing on going assessments.		\$7,200.00	chats and grade level meetings / discussions. This also included PD provided on a monthly basis by Dr. Jimenez. Although, PLC's were not fully implemented via the training, it will be provided during our summer professional development in conjunction with our Imagine Riverside staff.	
Scope of service:	All	Principal/Support team \$15,000.00	Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	
Instructional/data analysis coaching that support the implementation of CCSS and best teaching practices.			Two PD days around best instructional practices (and implementation of CCSS) were offered in AZ to all 650 of our teachers in the Southwest Group, including school leadership.	\$15,000.00
Scope of service:	All	Common Core Curriculum \$100,000.00	Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide standards based curriculum, instructional materials and assessments aligned to CCSS.			Purchased new curriculum aligned with the CCSS for our added grade level (2 nd) for the 2014/2015 school year. This also includes all necessary assessments.	\$100,000.00
Scope of service:	All		Scope of service:	All

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>		Special Education \$10,000.00	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>		\$10,000.00
For Students with Disabilities: Provide similar CCSS staff development opportunities specific to special education teacher and student needs			Provided on-going PD to our staff via our Psychologist, special education teacher, as well as PD on strategies for differentiating instruction to meet the needs of the goals and strategies on IEPs.		
Scope of service:	All	\$10,000	Scope of service:	All	\$2000.00
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>		
Provide curriculum resources specific to students needs in special education and IEP goals to include CCSS			Special education students were provided the resources necessary to meet all IEP goals, etc..		
Scope of service:	All	0	Scope of service:	All	0
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Provide ongoing opportunities for teachers to					

<p>prepare lessons and lesson delivery such as common planning time and grade level meetings</p> <p>Develop and implement an RTI model inclusive of monitoring tools and diagnostic progress tools .</p>			<p>Action plans were developed to address the individualized needs of our students. The plan includes specific actions and targeted instruction for identified students. The tools used to monitor include a variety of assessments such as STAR, DIBELS, and IDELL.</p>		
Scope of service:	All	<p>School Psychologist \$12,500</p> <p>Provide classroom aides \$149,215</p>	Scope of service:	All	<p>\$12,500.00</p> <p>\$149,000.00</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>			<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		
<p>Provide a support system inclusive of differentiated instruction and interventions through RTI for all students throughout the day, before and afterschool programs.</p> <p>Provide instructional assistants to help engage students while teachers work with small groups through universal access.</p>			<p>Part time school psychologist hired to support the RTI process.</p> <p>Classroom Aides were also hired to support and help the engagement of students in small groups.</p>		
Scope of service:	All		Scope of service:	All	<p>\$50,000.00</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p>		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Principal/ teacher/ support team \$15,000	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Teachers and administrators will monitor student progress throughout and will identify students that are not meeting standards as well as students that are continuously improving academically.			Regularly scheduled grade level meetings to discuss benchmark results. Staff collaborate to ensure lesson plans are modified / differentiated based on both formal and informal assessments.		
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Schools were allocated funds based on the number of Free/Reduced students. In addition, to the funds noted in the above section 3 for use district wide or school wide, schools will use allocations for low income students for the following program options: Summer programs for students to increase learning time and provide focused interventions based on students' needs. Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations.		0	Quarterly PD was given to all staff, equipping them with the tools necessary to effectively identify and developed focused interventions that target our high risk population that is performing below grade level. Summer school will not be provided for the 2014/2015 school year.		0

Scope of service:	All		
<input checked="" type="checkbox"/> _x_ALL		Scope of service:	All
OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _x_ALL	
		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
Schools were allocated funds based on the number of English Learner students. In addition, to the funds noted in the above section 3 for use district wide or school wide, schools will use allocations for English Learner students for the following program options: Provide professional development on English Learner teaching strategies.	Principal \$20,000	Dr. Jiminez provided on-going professional development to our staff concerning the development and implementation of teaching strategies specific to the needs of our English learners. Select staff, including the principal participated in outside PD, specifically, the CABO conference as well as a June conference specific to best practices in dual immersion.	\$20,000.00
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL	
OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
Purchase ELD supplemental materials and implement during ELD time with all English Learners.	Curriculum \$1,850.00	Purchased	\$1,850.00

Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide professional development on the new ELD CCSS and the new CELDT assessment.	Principal \$5,000.00		PD was given by Dr. Jiminez		\$5,000.00
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide support aides for students with high number of English Learners to work with student on the development of English literacy skills	Provide Classroom Aides \$149,215.00		Support Aides were hired and supporting our students in the area of English literacy skills. Dr. Jiminez has also equipped them with resources and strategies.		\$149,215.00
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide Dual Immersion program training for all teachers	Principal/ Support Team		Initial training has been provided with a focus of more in depth training to be provided for the 2015/2016		\$4000

		/Instructional Material \$15,000.00	school year.	
Scope of service:	All		Scope of service:	All
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Schools were allocated funds based on the number of Foster Youth students. In addition, to the funds noted in the above section 3 for use district wide or school wide, schools will use allocations for foster youth students for the following program options</p> <p>Provide counseling services for foster youth and Network with Foster Youth Services Department to train staff on the skills needed to work with the students and ensure they have access to curriculum, tutoring services and any other interventions needed to focus on academics.</p>		Principal \$4,500.00	<p>Counseling services are provided through our psychologist on an on-going basis. Our psychologist has also guided our staff to ensure they have the skills and resources necessary to serve this specific population of students. We have not secured a partnership with Foster Youth Services; however, will make that a priority for the 2015/2015 school year.</p>	\$4,500.00
Scope of service:	All		Scope of service:	All
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Implement ongoing assessments for re-designated		Dibels		

fluent English proficient students based on their current achievement. Example of assessments; include, but are not limited to DIBELS, fluency, comprehension and writing. The results will be reviewed quarterly to ensure students are maintaining skills. Interventions through RTI will be implemented to ensure students sustain and are continuously improving.	assessment \$250.00	On-going assessments have been implemented and utilized to help with the redesignation of our fluent English proficient students.	\$250.00
Scope of service: All		Scope of service: All	0
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Some of the actions will continue to be part of the actions and services for meeting our academic goal to improve both language arts and math scores. Some of the services will not be necessary as they were a purchase that needed to be done only once. Other services such as instructional aides, common planning time/RTI and assessments as well as professional development will continue as part of the plan to improve student outcomes.</p>
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Original GOAL 2 from prior year LCAP:	The school will provide students with a clean, healthy, physically and emotionally safe environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Goal Applies to: Schools: Imagine Riverside, Riverside County

Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Continue to provide a safe environment as based on the annual parent, student and staff surveys.	Actual Annual Measurable Outcomes:	Surveys, which include, parent, student, and staff, indicate that we are maintaining a safe, clean and caring environment. However, although our feedback is positive, we will continue to improve based on the feedback
LCAP Year: 2014/15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will be provided with a cleaner, better maintained learning environment An environment that is clean and well maintained provides a positive culture for learning		Playground \$10,000	We provided the students with recess equipment to ensure they have the resources necessary to safely play during their scheduled recess times, including lunch. Although we did not designate a dedicated playground this school year, plans are being finalized for the 2015/2016 school year. \$4,500.00
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:	All	Scope of service:	All
	Professional		\$7500

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Development \$11,320	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
The school will provide a safe learning environment where students learn about positive character, values and social skills necessary to build relationships and increase their self-esteem School staff will receive training in CC! character development and Imagines Shared Values.			School staff received training in CC and Imagines Shared Values by the organization at our annual PD in Phoenix AZ.		
Scope of service:	All	LVN/Psychologist \$29,200	Scope of service:	All	\$29,200.00
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Physical and mental supports provided by nurse and psychologist. Provide support services for students with behavior, attendance, and/or social emotional issues.			Supports were provided on an on-going basis by our psychologist, contracted nursing service, and our health aide.		
Scope of service:	All	Student software \$11,281	Scope of service:	All	\$11,281.00
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

<input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Other Subgroups:(Specify) _____		
<p>The school will provide innovative programs through the use of technology, science, math, arts, and project based learning to engage students in learning. Additionally, will provide extracurricular activities and afterschool opportunities such as educational fieldtrips and other activities</p> <p>Hardware and software needed for the technology based lessons</p>			<p>The school provided innovative programs through the use of technology, science, math, arts, and project based learning to engage students in learning. Additionally, the school provided extracurricular activities and afterschool opportunities such as educational fieldtrips and other activities.</p> <p>The school purchased 90 chrome books to support the programs.</p>		
Scope of service:	All	Physical Education Equipment/curriculum \$1,000	Scope of service:	All	\$1,000.00
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Purchase of additional resources and curriculum needed for the extracurricular programs.			Additional resources and curriculum needed for the extracurricular programs where purchased.		
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

Provide anti-bullying PD for staff and invite presenters for student assemblies.		Principal/ Support Team /Instructional Material \$15,000	Upper grade levels had the opportunity to work with a police officer around bully identification and prevention. An anti-bullying program will be fully implanted, school-wide for the 2015/2016 school year.		\$12,000.00
Provide PD in positive behavior intervention reinforcement and implement behavior charts for students.			Instruction was provided to students on the Six Pillars of Character Education along with PD for teachers.		
Provide instruction to students on the Six Pillars of Character Education along with PD for teachers.					
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		
Provide training on the implementation of direct instruction and student engagement strategies.		Principal./ Support Team /Instructional Material \$15,000.00	Training was provided on the implementation of direct instruction and student engagement strategies.		\$15,000.00
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>		

<p>Purchase and implement accelerated reader and Reading Eggs.</p>	<p>AR Accelerated Reader \$4,475.00 Reading Eggs \$1500.00</p>	<p>An advanced reading challenge was implemented by our PTO. Students were recognized during our monthly assemblies. AR and Reading Eggs will be fully implemented for the 2015/2016 school year.</p>	<p>0</p>
<p>Scope of service: All</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u></p>		<p>Scope of service: All</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u></p>	
<p>Provide rewards and incentives for students that meet academic goals.</p>	<p>Student Incentive \$1,000.00</p>	<p>We have weekly and monthly assemblies in recognition of students in the area of academics and character.</p>	<p>\$1000.00</p>
<p>Scope of service: All</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>		<p>Scope of service: All</p> <p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	
<p>Provide equal opportunity to all services and extracurricular school activities for foster youth.</p> <p>Train foster youth liaison with skills necessary to</p>	<p>Principal \$4,500.00</p>	<p>We will be implementing this in the 2015/2016 school year.</p>	<p>0</p>

understand the needs of the students as well as networking with community resources to ensure foster youth students are provided with effective support systems.				
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>	
Provide counseling services for students that are in need of emotional or social skills based on their needs.		Principal/ Support Team Stipend \$5,000.00	Counseling services were provided for students that are in need of emotional or social skills based on their needs.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continued professional development around researched based best practices in the area of dual immersion. We have also purchased an additional 90 chrome books which will allow us to continue to offer innovative programs for our students in math, science, reading, arts, etc. On-going PD on how to integrate technology into the various aspects of the instructional day will be on-going.		
				\$5,000.00

Original GOAL 3 from prior year LCAP:	Parents, family and community stakeholders will become more fully engaged in school activities.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Imagine Riverside, Riverside County	

Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Increase number of parents involved in school activities.	Actual Annual Measurable Outcomes:	Percentage of parents that participated in BTS night, monthly assemblies, participation in field trips, parent / teacher conferences, PTO meetings / events increased from the 2013/2014 school year.
LCAP Year: 2014/15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Stakeholders involvement in the education of students will increase resulting in the increase of their skills in working with students Implement Academic Parent Teacher Teams (APTT)	Professional Development \$22,000.00 Materials \$3,000.00 Day Care \$650.00	APTT will be implemented during the 2015/2016 school year	0
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL	Materials \$2,000.00 Day Care \$450.00	<input checked="" type="checkbox"/> ALL	\$800
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
BTS night and Open House 1x a year and provide opportunity for parents to learn about the educational programs		Parents were provided opportunities to meet their child's teacher, learn about the curriculum, as well as extended learning opportunities.	

Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Stakeholders will receive consistent communication to inform of services and school activities Communication will be translated for Spanish speaking families: Communication to parents and stakeholders include the following: Monthly Calendar Monthly Newsletter Friday Folders Phone Blast Mailings	Communication Materials, phone system and translation services \$10,000.00	Stakeholders received consistent communication to inform them of services and school activities. Communication was translated for Spanish as well.	\$10,000.00

Scope of service:	All	Extended Program Aide Computer Lab Supervision Office Tech for Parents \$5,000.00	Scope of service:	All	Not completed for 2014/2015 school year.
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide opportunities for parents of low income families to access internet and other resources at school through a parent center stationed at the school.					
Scope of service:	All	Principal/Office Manager \$23,500.00	Scope of service:	All	\$23,500
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Home visits to homes of parents of low income students that have a high number of absences and provide resources and information that will educate parents on the importance of attending school daily.			Although home visits did not take place this year.. Parents and students were counseled and worked in partnership to find viable solutions to help support our families. (ie. Busing, before and aftercare,etc.)		
Scope of service:	All		Scope of service:	All	

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_		
Provide ongoing staff development training for bilingual parents through ELAC and DELAC meetings on a monthly basis.		Principal \$2,000.00	This will be fully implemented during the 2015/2016 school year.		0
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_		
Provide CC! and PBIS Parent Training		Principal \$5,000.00	This will be fully implemented during the 2015/2016 school year.		0
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_		
Ensure communication is implemented with guardians and that they have access to website and other communications systems used by the school.		Phone Blast \$500.00	Our phone blast system is implemented and used on a regular basis.		\$500.00
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_		
Ensure communication is implemented with Re-designated fluent English proficient students guardians and that they have access to website and other communications systems used by the school.		Translation Services \$2,000.00	All information and materials related to the on-going communication (Including verbal) are translated.		\$2000.00
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>		
Meetings will be held with re-designated fluent English proficient students' parents to ensure they monitor their child's progress in all academic areas as well as accelerated reader and accelerated math.		\$5,000.00	Meetings are held with re-designated fluent English proficient students and parents, by our staff, to ensure the child's progress in all academic areas to ensure they are staying at the proficient level.		\$5,000.00
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Being in our second year of implementation, we feel that most of our actions, services and expenditures were followed with fidelity. Those actions, services, and expenditures that were not completed, are priorities as we move into our 3 rd year of operation. For example, the playground area needed to be modified as we were working through phase II to add an additional grade level. Plans are still in place to expand our playground as stated in our LCAP as we work to complete our additional facility, (Fresh & Easy)			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 248,095
The funds for our schoolwide programs will be spent based on best practices and state adopted curriculum. Some of the best practices include the training of staff in specific strategies that are research based and have shown that students can improve academically. Some of the expenses include the implementation of the accelerated program, provide a support system inclusive of differentiated instruction and interventions through RTI for all students throughout the day, before and afterschool programs. The expenses also include the purchase and implementation of STEM program for all students.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met

using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

21.54	%
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Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations. Extended academic programs for English Learner and Low Socio economic students to increase learning time and provide focused interventions based on students' needs and skills they need to improve on.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]