

§ 15497. Local Control and Accountability Plan and Annual Update Template.

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>-11/6/2014 Business Manager started attending CBO meetings for LCFF/LCAP implementation on a monthly basis.</p> <p>-11/20/2013 Business Manager attended workshop in ICOE.</p> <p>-11/21/2013 Director of Academics and Business Manager attended workshop in Moreno Valley West Ed.</p> <p>-3/12/2014 Business Manager attended workshop in ICOE</p> <p>-3/13/2014 Director of Academics, Data Coach and Business Manager attended workshop in Westmorland presented by California School Board Association.</p> <p>-4/18 and 4/25/2014: sent letters to parents inviting them to the LCFF and LCAP meeting and provided some LCFF background.</p> <p>-4/22/2014 Regional Director presented overview to the entire staff regarding the LCFF and LCAP</p> <p>-4/24/2014 Regional director provided to the Board of Directors: RCOE representative was in attendance</p> <p>-4/25/2014: Regional director attended an LCAP Support Webinar</p> <p>-4-29-2014: Received teacher input</p> <p>-4/29/2014 Director of Academics and Business Manager presented to the parents and community members- provided survey for their input</p> <p>-4/29/2014: Regional director presented to two members of the School Site Council- provided survey to get the site council input.</p> <p>-4/17/2014 Regional director presented to the PTO chairperson</p> <p>-5-5-2014: Regional director presented to the PTO Board (date) introduced to the Board of Directors and asked for input, RCOE representative at meeting</p> <p>-4/19/2014 to 5/05/2014: gathered all information from parent/community/students/teachers and draft LCAP (date) Regional Director attended a webinar sponsored by.....</p>	<p>Meeting with teachers and staff included the following:</p> <ul style="list-style-type: none"> • Power point with LCFF and LCAP information. • Staff shared their input based on the eight priorities. <p>A parent letter was sent to ALL parents to provide basic information on the Local Funding Formula and its effect on the school budget. This letter was sent in both English and Spanish.</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 who attended the meeting.</p> <p>Meeting with school site council members to inform, educate, and gather input from members. Business manager, Marcela Tapia, presented general information on the LCFF and LCAP. Surveys by all participants were completed and collected.</p>

Involvement Process	Impact on LCAP
-5/8/2014 Business Manager attended webinar from Wested -5/19/2014: Presented the LCAP plan at an open board meeting/ public hearing -5/19/2014 LCAP public hearing on board agenda 5/XX/2014 LCAP adoption.	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Goal 1: In order to increase the percentage of students who are meeting proficiency in reading there is a need to do the following:</p> <p>Increase number of students meeting proficiency as measured by Smarter Balanced Assessment for California (SBAC).</p> <p>Beginning in 2016-17, growth will be measured using SBAC. (change)</p>	Increase percent of students who have met proficiency in reading and math.	All	LEA-wide	<p>Increase proficiency level by 20% (remove)</p> <p>Establish ELA and Math proficiency baselines as measured by Smarter Balanced Test.</p> <p>Develop and Align Instructional Systems and Classroom practices to reflect 21st century, project based, and higher level thinking models.</p>	<p>Increase proficiency level by 10% (remove)</p> <p>Establish ELA and Math proficiency baselines as measured by Smarter Balanced Test. (add)</p> <p>Develop and Align Instructional Systems and Classroom practices to reflect 21st century, project based, and higher level thinking models.</p>	<p>Increase proficiency level by 10%</p> <p>Develop and Align Instructional Systems and Classroom practices to reflect 21st century, project based, and higher level thinking models.</p>	<p>Basic services and implementation of CCSS Student Achievement Review other student outcomes</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Goal 2.</p> <p>Imagine Riverside Coachella uses the Imagine six measures of excellence as their foundation to creating a culture of developing character and enriching minds. Building an environment based on these measures creates a positive condition for learning.</p> <p>Imagine Riverside Coachella will continue to be driven by the Imagine Academic Framework infused with Character Education, while adopting Character Counts! As the curriculum.</p>	<p>The school will provide an environment based on integrity, justice and fun. The culture of the school will drive enrollment and attendance.</p> <p>The six pillars of CC! character will be taught in conjunction with academics</p>	<p>ALL</p> <p>ALL</p>	<p>ALL</p> <p>ALL</p>	<p>Schoolwide attendance baseline will be established</p> <p>Number of students enrolled will increase by 100</p> <p>Imagine student character surveys and character essays will show positive character development</p> <p>Student's character awards for each Pillar will be issued</p> <p>Writing of character essay baseline will be established</p>	<p>Schoolwide attendance will increase by 10%</p> <p>Number of students enrolled will increase by 100</p> <p>Student character surveys and character essays will show positive character development</p> <p>Student's character awards for each Pillar will be issued</p> <p>Writing of character essay baseline will be established</p>	<p>Schoolwide attendance will increase by 10%</p> <p>Number of students enrolled will increase by 100</p> <p>Student character surveys and character essays will show their positive character development</p> <p>Student's character awards for each Pillar will be issued</p> <p>Writing of character essay baseline will be established</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Goal 3:</p> <p>Increasing the successful stakeholder engagement strategies will increase parent and stakeholder involvement as used in other Imagine Schools:</p> <ol style="list-style-type: none"> 1. Implement Academic Parent Teacher Teams (APTT). 2. Parent volunteers in the classrooms will increase 3. Community members will share their talents with our students 	<p>Goal #3:</p> <p>Parents, family and community stakeholders will become more fully engaged in school activities</p>	All	LEA wide		<p>Academic Parent Teacher Teams (APTT) parent participation will begin</p> <p>Baseline data on PBIS supports</p> <p>Baseline implementation of Character Counts curriculum during instructional day</p> <p>Parent volunteers in the classrooms model will be established</p> <p>Community representation on our campus will be established</p>	<p>Academic Parent Teacher Teams (APTT) parent participation to increase by 10%</p> <p>Increase in PBIS supports by 5%</p> <p>Evidence of CC! Curriculum across the curriculum and throughout school day and in parent/community training</p> <p>Parent volunteers in the classrooms will increase by 10%</p> <p>Community representation on our campus will increase by 5%</p>	<p>Academic Parent Teacher Teams (APTT) parent participation to increase by 10%</p> <p>Increase in PBIS supports by 5%</p> <p>Evidence of CC! Curriculum across the curriculum and throughout school day and in parent/community training</p> <p>Parent volunteers in the classrooms will increase by 10%\</p> <p>Community representation on our campus will increase by 5%</p>	<p>Parent involvement; other student outcomes; implementation of state standards</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions

and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p>Goal 1:</p> <p>Increase the percentage of students who are meeting proficiency in reading and math.</p>	<ul style="list-style-type: none"> • Basic Services • Implementation of Common Core State Standards (CCSS) • Curriculum Access • Student Achievement • Other Student Outcomes • Academic Excellence Framework • Corporate wide Literacy Focus Strategies 	<p>Goal 1:</p> <p>1.1 Provide access to all standards based curriculum, assessments and high quality based instruction to prepare students for proficiency in the reading and math.</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>	<p>LEA wide</p> <p>Schoolwide</p>		<p>Professional Development Cost, Use of substitute for PLC mtgs., Stipends for teachers, Conferences \$7,200.00 Funding Source: General fun, Unrestricted-Base Grant Object: 1000, 3000 and 5000</p>	<p>Professional Development Cost, Use of substitute for PLC mtgs., Stipends for teachers, Conferences \$8,830.00 Funding Source: General fun, Unrestricted-Base Grant Object: 1000, 3000 and 5000</p>	<p>Professional Development Cost, Use of substitute for PLC mtgs., Stipends for teachers, Conferences \$10,570.00 Funding Source: General fun, Unrestricted-Base Grant Object: 1000, 3000 and 5000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		<p>Instructional/data analysis coaching that support the implementation of CCSS and best teaching practices.</p> <p>Provide standards based curriculum, instructional materials and assessments aligned to CCSS.</p> <p><u>For Students with Disabilities:</u> Provide similar CCSS staff development opportunities specific to special education teacher and student needs</p>	<p>Schoolwide</p> <p>Schoolwide</p> <p>Schoolwide</p>		<p>Principal/ Support Team \$15,000.00 Funding Source: General fun, Unrestricted-Base Grant Object: 1000 and 3000</p> <p>Common Core Curriculum \$100,000.00 Funding Source: Title V Object: 4000</p> <p>For Students with Disabilities: Special education \$10,000.00 Funding Source: AB 602 Object:5000</p> <p>SPED Curriculum</p>	<p>Principal/ Support Team \$15,330.00 Funding Source: General fun, Unrestricted-Base Grant Object: 1000 and 3000</p> <p>Common Core Curriculum \$50,000.00 Funding Source: General Funds-Unrestricted-Concentration Object: 4000</p> <p>For Students with Disabilities: Special education \$10,000.00 Funding Source: AB 602 Object:5000</p> <p>SPED Curriculum</p>	<p>Principal/ Support Team \$15,729.00 Funding Source: General fun, Unrestricted-Base Grant Object: 1000 and 3000</p> <p>Common Core Curriculum \$50,000.00 Funding Source: General Funds-Unrestricted-Concentration Object: 4000</p> <p>For Students with Disabilities: Special education \$10,000.00 Funding Source: AB 602 Object:5000</p> <p>SPED Curriculum</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		<p>Provide curriculum resources specific to students needs in special education and IEP goals to include CCSS</p> <p>1.2 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>Teachers and administrators will monitor student progress throughout and will identify students that are not meeting standards as well as students that</p>	<p>Schoolwide</p> <p>Schoolwide</p> <p>Schoolwide</p>		<p>\$10,000.00 Funding Source: Special Education 6500 Object: 4000</p> <p>Part Time School Psychologist \$12,500.00 Funding Source: Special Education 6500 Object:1000 &3000</p> <p>Additional programs funded through grant funds and other funding sources</p> <p>Provide Classroom Aides \$149,215.00 Funding Sources: Unrestricted-Concentration Grant/ Title I Object 2000 & 3000</p> <p>Principal/ Teacher/ Support Team \$15,000.00 Funding Source: General Funds- Unrestricted- Concentrated Grant</p>	<p>\$10,000.00 Funding Source: Special Education 6500 Object: 4000</p> <p>Part Time School Psychologist \$12,775.00 Funding Source: Special Education 6500 Object:1000 &3000</p> <p>Additional programs funded through grant funds and other funding sources</p> <p>Provide Classroom Aides \$152,500.00 Funding Sources: Unrestricted-Concentration Grant/ Title I Object 2000 & 3000</p> <p>Principal/ Teacher/ Support Team \$15,330.00 Funding Source: General Funds- Unrestricted- Concentrated Grant</p>	<p>\$10,000.00 Funding Source: Special Education 6500 Object: 4000</p> <p>Part Time School Psychologist \$13,107.00 Funding Source: Special Education 6500 Object:1000 &3000</p> <p>Additional programs funded through grant funds and other funding sources</p> <p>Provide Classroom Aides \$156,465.00 Funding Sources: Unrestricted-Concentration Grant/Title I Object 2000 & 3000</p> <p>Principal/ Teachers/ Support Team \$15,729.00 Funding Source: General Funds- Unrestricted- Concentrated Grant</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		<p>are continuously improving academically.</p> <p>1.3 Provide ongoing opportunities for teachers to 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>	Schoolwide				
Goal 2 Imagine Riverside Coachella uses the Imagine six measures of excellence as their foundation to creating a culture of developing character and	Student engagement, school climate, Basic services	<p>2.1 Students will be provided with a clean, maintained learning environment</p> <p>An environment that is clean and well maintained provides a positive culture for learning</p>	LEA wide		<p>Playground \$10,000.00 Funding Source: General Funds- Unrestricted Concentrated Grant Object 4000</p>	<p>Increase time/service with maintenance company \$18,500 Funding Source: Unrestricted- Base Grant Object 5000</p>	<p>Increase time/service with maintenance company \$13,850 Funding Source: Unrestricted- Base Grant Object 5000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p>enriching minds. Building an environment based on these measures creates a positive condition for learning.</p> <p>Imagine Riverside Coachella will continue to be driven by the Imagine Academic Framework infused with Character Education.</p> <p>Our campus</p>		<p>2.2 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 CC! character development and Imagine's Shared Values.</p> <p>Physical and mental</p>	Schoolwide		Additional custodial supplies and Repairs \$15,000.00 Funding Source: General Funds-Unrestricted-Base Grant Object 4000	Additional custodial supplies and Repairs \$15,000.00 Funding Source: General Funds-Unrestricted-Base Grant Object 4000	
			Schoolwide				
			Schoolwide	<p>Professional Development \$11,320.00 Funding Source: General Funds-Unrestricted-Concentrated Grant Object: 5000</p> <p>LVN /Psychologist \$29,200.00 Funding Source:</p>	<p>Professional Development \$11,570.00 Funding Source: General Funds-Unrestricted-Concentrated Grant Object: 5000</p> <p>LVN /Psychologist \$29,842.00</p>	<p>Professional Development \$11,870.00 Funding Source: General Funds-Unrestricted-Base Grant Object: 5000</p> <p>LVN/Psychologist \$30,618.00</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
serves more than 55% of students in two of the three categories. Providing in school health, nutrition, physical activity and exposure to the Arts is critical to their well-rounded development.	Provide enrichment staff so that our students are physically healthy Provide staffing that exposes our students to both Art and Music	supports provided by health aide and p/t psychologist Provide support services for students with behavior, attendance, and/or social emotional issues	Schoolwide		General Funds- Concentrated Grant/AB 602 Object: 2000& 3000	Funding Source: General Funds- Unrestricted- Concentrated Grant/AB 602 Object: 2000& 3000	Funding Source: General Funds- Unrestricted- Concentrated Grant/AB 602 Object: 2000& 3000
					Technology for Extra Classrooms \$30,600.00 Funding Source: Title V Object: 4000	Technology for Extra Classrooms \$12,264.00 Funding Source: Unrestricted Base Grant Object: 4000	Technology for Extra Classrooms \$12,583.00 Funding Source: Unrestricted- Base Grant Object: 4000
Technology is the wave of the present and future.	Computer skills need to be taught at all grade levels- Technology instructor, librarian and art/music teacher to assist in the delivery of specific skills in content area and assist in research for project based		Schoolwide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
	learning	<p>2.3 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>Purchase of additional resources and curriculum needed for the extracurricular programs</p>			<p>Student Software \$11,281.00 Funding Source: Unrestricted-Concentration Grant Object 4000</p> <p>Physical Education Curriculum/ Equipment \$1,000.00 Funding Source: Unrestricted-Concentrated Grant Object 4000</p>	<p>Student Software \$13,834.00 Funding Source: Unrestricted-Concentration Grant Object 4000</p>	<p>Student Software \$16,495.00 Funding Source: Unrestricted-Concentration Grant Object 4000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p>Goal 3 Parents, family and community stakeholders will become more fully engaged in school activities</p> <p>2. Parent volunteers in the classrooms will increase</p> <p>3. Community members will share their talents with our students</p>	<p>Parent Involvement Student Achievement Other Student Outcomes Implementation of State Standards and CCSS</p>	<p>Goal 3: 3.1 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)</p> <p>BTS night and Open House 1x a year and provide opportunity for parents to learn about the educational programs</p>	<p>LEA wide Schoolwide</p> <p>Schoolwide</p>		<p>Principal \$22,000.00 Materials \$3,000.00 Day Care \$650.00 Funding Source: Unrestricted, Base Grant Object: 1000 & 3000</p> <p>Materials \$2,000.00 Day Care \$450.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 4000</p> <p>Parent Trainings</p>	<p>Principal \$22,484.00 Materials \$3,000.00 Day Care \$650.00 Funding Source: Unrestricted, Base Grant Object: 1000 & 3000</p> <p>Materials \$2,000.00 Day Care \$450.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 4000</p> <p>Parent Trainings</p>	<p>Principal \$23,069.00 Materials \$3,000.00 Day Care \$650.00 Funding Source: Unrestricted, Base Grant Object: 1000 & 3000</p> <p>Materials \$2,000.00 Day Care \$450.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 4000</p> <p>Parent Trainings</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		<p>3.2 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>Schoolwide</p> <p>Schoolwide</p> <p>Schoolwide</p>		<p>\$3,000.00 Materials \$150.00 Day Care \$450.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 4000</p> <p>Communication Materials, phone system and translation services \$10,000.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 1000 &3000</p>	<p>\$3,000.00 Materials \$150.00 Day Care \$450.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 4000</p> <p>Communication Materials, phone system and translation services \$10,000.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 1000 &3000</p>	<p>\$3,000.00 Materials \$150.00 Day Care \$450.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 4000</p> <p>Communication Materials, phone system and translation services \$10,000.00 Funding Source: General Funds- Unrestricted-Base Grant Object: 1000 &3000</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
<p>Goal 1:</p> <p>Increase the percentage of students who are meeting proficiency in reading and math.</p>	<ul style="list-style-type: none"> • Basic Services • Implementation of Common Core State Standards (CCSS) • Curriculum Access • Student Achievement • Other Student Outcomes • Academic Excellence Framework • Corporate wide Literacy Focus Strategies 	<p>For low income pupils:</p> <p>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:</p> <p>Goal 1: Summer programs for students to increase learning time and provide focused interventions based on students’ needs.</p>	<p>LEA wide School wide</p> <p>LEA wide School wide</p>				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		Provide additional training to classroom teachers to focus on the implementation of CCSS with high risk populations.	LEA wide School wide		Summer Planning \$7,500.00 Funding Source: Unrestricted- Concentration Grant Object Code 1000 & 3000	Summer Planning \$7,803.00 Funding Source: Unrestricted- Concentration Grant Object Code 1000 & 3000	Summer Planning \$8,006.00 Funding Source: Unrestricted- Concentration Grant Object Code 1000 & 3000
Goal 2 The school will provide students with a clean, healthy, physically and emotionally safe environment.	Student engagement, school climate, Basic services	Goal 2: Provide anti-bullying PD for staff and invite presenters for student assemblies. Provide PD in positive behavior intervention reinforcement and implement behavior charts for students. Provide instruction to students on the Six Pillars of Character Education along with PD for teachers.	LEA wide School wide LEA wide School wide		Principal/ Support Team /Instructional Material \$15,000 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000	Principal/ Support Team /Instructional Material \$15,330.00 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000	Principal/ Support Team /Instructional Material \$15,729.00 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
Goal 3 Parents, family and community stakeholders will become more fully engaged in school activities	Parent Involvement Student Achievement Other Student Outcomes Implementation of State Standards and CCSS	Goal 3: Provide opportunities for parents of low income families to access internet and other resources at school through a parent center stationed at the school.	LEA wide School wide		Extended Program Aide Computer Lab Supervision Office Tech for Parents \$5,000.00 Funding Source: Unrestricted-Concentration Grant Object 2000, 3000	Extended Program Aide Computer Lab Supervision Office Tech for Parents \$5,110.00 Funding Source: Unrestricted-Concentration Grant Object 2000, 3000	Extended Program Aide Computer Lab Supervision Office Tech for Parents \$5,243.00 Funding Source: Unrestricted-Concentration Grant Object 2000, 3000
		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.	LEA wide School wide		Principal/Office Manager \$23,500.00 Funding Source: Unrestricted-Concentration Grant Object 1000 & 2000 & 3000	Principal /Office Manager \$24,017.00 Funding Source: Unrestricted-Concentration Grant Object 1000 & 2000 & 3000	Principal /Office Manager \$23,500.00 Funding Source: Unrestricted-Concentration Grant Object 1000 & 2000 & 3000
Goal 1: Increase the percentage of students who are meeting proficiency in reading and math.	<ul style="list-style-type: none"> • Basic Services • Implementation of Common Core State Standards (CCSS) • Curriculum Access • Student Achievement • Other Student Outcomes • Academic Excellence Framework 	For English learners: 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					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
	Corporate wide Literacy Focus Strategies	<p>following program options:</p> <p>Goal 1:</p> <p>Provide professional development on English Learner teaching strategies.</p> <p>Purchase ELD supplemental materials and implement during ELD time with all English Learners.</p> <p>Provide professional development on the new ELD CCSS and the new CELDT assessment.</p> <p>Provide support (such as Americorp) aides for students with high number of English Learners to work with student on the development of English</p>	<p>LEA wide School wide</p> <p>LEA wide School wide</p> <p>LEA wide School wide</p> <p>LEA wide School wide</p>		<p>Principal \$20,000.00 Funding Source: Unrestricted, Base Grant Object 1000 & 3000</p> <p><u>Curriculum</u> \$1,850.00 Funding Source: Unrestricted Concentration Grant Object 5000</p> <p>Principal \$5,000.00 Funding Source: Unrestricted Grant Object Code 1000, 3000</p> <p>Provide Classroom Aides \$149,215.00 Funding Sources: Unrestricted- Concentration</p>	<p>Principal \$20,440.00 Funding Source: Unrestricted, Base Grant Object 1000 & 3000</p> <p><u>Curriculum</u> \$2,590.00 Funding Source: Unrestricted Concentration Grant Object 5000</p> <p>Principal \$5,110.00 Funding Source: Unrestricted Grant Object Code 1000, 3000</p> <p>Provide Classroom Aides \$152,500.00 Funding Sources: Unrestricted- Concentration</p>	<p>Principal \$20,971.00 Funding Source: Unrestricted, Base Grant Object 1000 & 3000</p> <p><u>Curriculum</u> \$3,022.00 Funding Source: Unrestricted Concentration Grant Object 5000</p> <p>Principal \$5,243.00 Funding Source: Unrestricted Grant Object Code 1000, 3000</p> <p>Provide Classroom Aides \$156,400.00 Funding Sources: Unrestricted- Concentration</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		literacy skills. Provide Dual Immersion program training for all teachers.	LEA wide School wide		Grant/Title I Object 2000 & 3000 Principal/ Support Team /Instructional Material \$15,000.00 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000	Grant/ Title I Object 2000 & 3000 Principal/ Support Team /Instructional Material \$15,330.00 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000	Grant/ Title I Object 2000 & 3000 Principal/ Support Team /Instructional Material \$15,729.00 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000
Goal 2 The school will provide students with a clean, healthy, physically and emotionally safe environment.	Student engagement, school climate, Basic services	Goal 2: Provide training on the implementation of direct instruction and student engagement strategies. Purchase and implement accelerated reader and Reading Eggs.	LEA wide School wide LEA wide School wide		Principal./ Support Team /Instructional Material \$15,000.00 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000 AR Accelerated Reader \$4,475.00 Reading Eggs \$1500.00 Funding Source Unrestricted.	Principal/ Support Team /Instructional Material \$15,330.00 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000 AR Accelerated Reader \$5,488.00 Reading Eggs \$1,800.00 Funding Source Unrestricted.	Principal/ Support Team /Instructional Material \$15,729.00 Funding Sources: Unrestricted Base Grant Object 1000 &3000 &4000 AR Accelerated Reader \$6,569.00 Reading Eggs \$2,100.00 Funding Source Unrestricted.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		Provide rewards and incentives for students that meet <u>academic</u> goals.	LEA wide School wide		Concentration Grant Object 5000 Student Incentive \$1,000.00 Funding Source Unrestricted, Concentration Grant Object 4000	Concentration Grant Object 5000 Student Incentive \$1,000.00 Funding Source Unrestricted, Concentration Grant Object 4000	Concentration Grant Object 5000 Student Incentive \$1,000.00 Funding Source Unrestricted, Concentration Grant Object 4000
Goal 3 Parents, family and community stakeholders will become more fully engaged in school activities	Parent Involvement Student Achievement Other Student Outcomes Implementation of State Standards and CCSS	Goal 3: Provide ongoing staff development training for bilingual parents through ELAC and DELAC meetings on a monthly basis. Provide CC! and PBIS Parent Training Provide training for parents on how to monitor their child's Accelerated Reader and Accelerated Math goals. remove	LEA wide School wide LEA wide School wide		Principal \$2,000.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000 Principal \$5,000.00 Funding Source: Unrestricted Grant Object Code 1000, 3000	Principal \$2,044.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000 Principal \$5,110.00 Funding Source: Unrestricted Grant Object Code 1000, 3000	Principal \$2,097.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000 Principal \$5,243.00 Funding Source: Unrestricted Grant Object Code 1000, 3000
Goal 1: Increase the percentage of students who are	<ul style="list-style-type: none"> Basic Services Implementation of Common Core State Standards (CCSS) Curriculum Access 	For foster youth: Schools were allocated funds based on the number of Foster Youth students. In addition, to the funds noted in the	LEA wide School wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
meeting proficiency in reading and math.	<ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes • Academic Excellence Framework Corporate wide Literacy Focus Strategies	above section 3 for use district wide or school wide, schools will use allocations for foster youth students for the following program options: Goal 1: 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.	LEA wide School wide		Principal \$4,500.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000	Principal \$4,600.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000	Principal \$4,720.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000
Goal 2	Student engagement, school climate,	Goal 2:					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
The school will provide students with a clean, healthy, physically and emotionally safe environment.	Basic services	<p>Provide equal opportunity to all services and extracurricular school activities for foster youth.</p> <p>Train foster youth liaison with skills necessary to understand the needs of the students as well as networking with community resources to ensure foster youth students are provided with effective support systems.</p>	LEA wide School wide		<p>Principal \$4,500.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000</p>	<p>Principal \$4,500.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000</p>	<p>Principal \$4,500.00 Funding Source: Unrestricted- Base Grant Object 1000 & 3000</p>
Goal 3 Parents, family and community stakeholders will become more fully engaged in school activities	Parent Involvement Student Achievement Other Student Outcomes Implementation of State Standards and CCSS	Goal 3: Ensure communication is implemented with guardians and that they have access to website and other communications systems used by the school.	LEA wide School wide		<p>Phone Blast \$500.00 Funding Source: Unrestricted- Base Grant- Object 5000</p>	<p>Phone Blast \$613.00 Funding Source: Unrestricted- Base Grant- Object 5000</p>	<p>Phone Blast \$901.00 Funding Source: Unrestricted- Base Grant- Object 5000</p>
Goal 1:	<ul style="list-style-type: none"> Basic Services Implementation of 	For redesignated fluent English					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		continuously improving.					
<p>Goal 2</p> <p>The school will provide students with a clean, healthy, physically and emotionally safe environment.</p>	<p>Student engagement, school climate, Basic services</p>	<p>Goal 2:</p> <p>Provide counseling services for students that are in need of emotional or social skills based on their needs.</p> <p>Principal will work with redesignated fluent English proficient students to ensure they are accessing extracurricular and afterschool programs as well as career readiness programs for upper grades (7th & 8th).</p>	<p>LEA wide School wide</p>		<p>Principal/ Support Team Stipend \$5,000.00 Funding Source: Unrestricted Grant Object Code 1000, 3000</p>	<p>Principal/ Support team stipend \$5,110.00 Funding Source: Unrestricted Grant Object Code 1000, 3000</p>	<p>Principal/ support team stipend \$5,243.00 Funding Source: Unrestricted Grant Object Code 1000, 3000</p>
<p>Goal 3</p> <p>Parents, family and community stakeholders will become more fully engaged in school activities</p>	<p>Parent Involvement Student Achievement Other Student Outcomes Implementation of State Standards and CCSS</p>	<p>Goal 3:</p> <p>Ensure communication is implemented with redesignated fluent English proficient students guardians and that they have access to website and other communications systems used by the school.</p>	<p>LEA wide School wide</p>		<p>Translation Services \$2,000.00 Funding Sources: Unrestricted Funds-Concentration Grant Object:2000 & 3000</p>	<p>Translation Services \$2,044.00 Funding Sources: Unrestricted Funds-Concentration Grant Object:2000 & 3000</p>	<p>Translation Services \$2,097.00 Funding Sources: Unrestricted Funds-Concentration Grant Object:2000 & 3000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
		Meetings will be held with redesignated 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.	LEA wide School wide		Principal \$5,000.00 Funding Source: Unrestricted Grant Object Code 1000, 3000	Principal \$5,110.00 Funding Source: Unrestricted Grant Object Code 1000, 3000	Principal \$5,243.00 Funding Source: Unrestricted Grant Object Code 1000, 3000

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Approximately \$212,016.00 of LCFF supplemental and concentration grant funds were budgeted districtwide for expenditures such as aides software, Instructional material, student incentive and LVN. \$148,575.00 is estimated to be allocated to Imagine Riverside County based on the numbers of unduplicated numbers of EL, Low Income, and Foster Youth to ensure the school makes decisions to continue employing support personnel to meet the needs of the targeted subgroup, based on stakeholder feedback. Allocations are included in this plan. School staff and school site councils will align their Local Educational Agency Plan (LEAP) to the goals and actions in the approved Local Control Accountability Plan.

- D. 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). 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). 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.

As mentioned above on section 3, these funds were allocated to low income English learner populations. Currently, Imagine Imperial Valley has a high number of English Learner and Low Socio-Economic populations. Imagine Imperial Valley has 70% of its population is English Learners and 76% is Low Socio Economic. Proportionally, schools with higher concentrations of low income, EL, Foster Youth, and students with disabilities are getting higher LCFF funds. The percentage by which services for unduplicated pupils will be increased or improved as compared to services provided to all pupils is estimated to be 7.4% for FY 2015 as illustrated below in the proportionality calculation:

Imagine Schools at Imperial Valley - IMAGINE SCHOOLS, RIVERSIDE COUNT		5/16/14			
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant					
		2013-14	2014-15	2015-16**	2016-17**
1.	LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		529,678	608,125	654,407
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils				
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp				
3.	Difference [1] less [2]		529,678	608,125	654,407
4.	Increase in Estimated Supplemental & Concentration Grant Funding [3] * GAP funding rate		148,575	47,434	51,044
	GAP funding rate		28.05%	7.80%	7.80%
5.	Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1])		148,575	47,434	51,044
6.	Base Funding LCFF Phase-In Entitlement less [5]		2,006,885	2,675,323	3,220,334
	LCFF Phase-In Entitlement		2,155,460	2,722,757	3,271,378
7/8.	Minimum Proportionality Percentage* [5]/ [6]		7.40%	1.77%	1.59%
<p>*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.</p>					
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP					
			2014-15	2015-16	2016-17
	Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 148,575	\$ 47,434	\$ 51,044
	Current year Minimum Proportionality Percentage (MPP)		7.40%	1.77%	1.59%

Additional services include the following:

- professional development for teachers through professional learning communities where teachers will review data and monitor student progress specifically for English Learners and develop an action plan for intervention to increase their academic and language scores.
- Instructional/data analysis coaching that supports the implementation of Common Core State Standards and best teaching practices for English Learner and Low Socio Economic Students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Imagine Schools, Riverside County
LCAP Budget
LCAP Section 3-A

Goals	Related State & Local Priorities	Actions & Services	Funding Amount	Object Code	LCFF Base	LCFF Supplemental Concentration	Unrestricted GF	Title I	Title III	Title V	SPED AB 602	Restricted GF	Combined GF			
					Resource 0000	Resource 0000		Resource 7405	Resource 4203	Resource 3715	Resource 6010					
Increase the percentage of students who are meeting proficiency in reading and math.	Basic Services Implementation of Common Core State Standards Course Access Student Achievement Other Outcomes Academic Excellence Corporate Wide Literacy	Professional Development/ Instruction and Data Analysis and Purchase Curriculum	\$ 303,915.00	1000s	\$ 15,750.00		\$ 15,750.00					\$ 10,000.00	\$ 10,000.00	\$ 25,750.00		
				2000s		\$ 94,538.00	\$ 94,538.00	\$ 24,834.00						\$ 24,834.00	\$ 119,372.00	
				3000s	\$ 3,938.00	\$ 23,635.00	\$ 27,573.00	\$ 6,208.00					\$ 12,500.00	\$ 18,708.00	\$ 46,281.00	
				4000s			\$ -					\$ 100,000.00	\$ 10,000.00	\$ 110,000.00	\$ 110,000.00	
				5000s	\$ 2,512.00		\$ 2,512.00							\$ -	\$ -	\$ 2,512.00
				6000s			\$ -							\$ -	\$ -	\$ -
				7000s			\$ -							\$ -	\$ -	\$ -
				Total	\$ 22,200.00	\$ 118,173.00	\$ 140,373.00	\$ 31,042.00	\$ -	\$ 100,000.00	\$ 32,500.00	\$ 163,542.00	\$ 303,915.00			
				Imagine Riverside Coachella uses the Imagine six measures of excellence as their foundation to creating a culture of developing character and enriching minds. Building an environment based on these measures creates a positive condition for learning.	Student Engagement School Climate Basic Services	Clean and Safe Environment. Also technology	\$ 93,401.00	1000s			\$ -					\$ -
2000s		\$ 23,360.00	\$ 23,360.00										\$ -	\$ 23,360.00		
3000s		\$ 5,840.00	\$ 5,840.00											\$ -	\$ 5,840.00	
4000s	\$ 10,000.00	\$ 12,281.00	\$ 22,281.00							\$ 30,600.00		\$ 30,600.00	\$ 52,881.00			
5000s		\$ 11,320.00	\$ 11,320.00									\$ -	\$ 11,320.00			
6000s			\$ -									\$ -	\$ -			
7000s			\$ -									\$ -	\$ -			
Total	\$ 10,000.00	\$ 52,801.00	\$ 62,801.00					\$ -	\$ -	\$ 30,600.00	\$ -	\$ 30,600.00	\$ 93,401.00			
Increase stakeholder involvement and communication	Implementation of CCSS Parental Involvement Student Achievement Other Outcomes	APTT meetings and Communication enhancements	\$ 41,700.00	1000s	\$ 25,100.00		\$ 25,100.00						\$ -	\$ 25,100.00		
				2000s			\$ -						\$ -	\$ -		
				3000s	\$ 6,900.00		\$ 6,900.00						\$ -	\$ 6,900.00		
				4000s	\$ 9,700.00		\$ 9,700.00						\$ -	\$ 9,700.00		
				5000s			\$ -					\$ -	\$ -			
				6000s			\$ -					\$ -	\$ -			
				7000s			\$ -					\$ -	\$ -			
				Total	\$ 41,700.00	\$ -	\$ 41,700.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,700.00			
Budget Summary				1000s	\$ 40,850.00	\$ -	\$ 40,850.00	\$ -	\$ -	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 50,850.00			
				2000s	\$ -	\$ 117,898.00	\$ 117,898.00	\$ 24,834.00	\$ -	\$ -	\$ -	\$ 24,834.00	\$ 142,732.00			
				3000s	\$ 10,838.00	\$ 29,475.00	\$ 40,313.00	\$ 6,208.00	\$ -	\$ -	\$ 12,500.00	\$ 18,708.00	\$ 59,021.00			
				4000s	\$ 19,700.00	\$ 12,281.00	\$ 31,981.00	\$ -	\$ -	\$ 130,600.00	\$ 10,000.00	\$ 140,600.00	\$ 172,581.00			
				5000s	\$ 2,512.00	\$ 11,320.00	\$ 13,832.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,832.00			
				6000s	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				7000s	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
				Total	\$ 73,900.00	\$ 170,974.00	\$ 244,874.00	\$ 31,042.00	\$ -	\$ 130,600.00	\$ 32,500.00	\$ 194,142.00	\$ 439,016.00			

LCAP Budget
LCAP Section 3-B

Goals	Related State & Local Priorities	Actions & Services	Funding Amount	Object Code	LCFF Base	LCFF Supplemental Concentration	Unrestricted GF	Title I	Title III	Title V	SPED AB 602	Restricted GF	Combined GF
					Resource 0000	Resource 0000							
Increase the percentage of students who are meeting proficiency in reading and math.	Basic Services Implementation of Common Core State Standards Course Access Student Achievement Other Outcomes Academic Excellence Corporate Wide Literacy	Professional Development/ Instruction and Data Analysis and Purchase Curriculum	203,315.00	1000s	\$ 33,600.00	\$ 6,000.00	\$ 39,600.00					\$ -	\$ 39,600.00
				2000s		\$ 94,538.00	\$ 94,538.00	\$ 24,834.00			\$ 24,834.00	\$ 119,372.00	
				3000s	\$ 8,400.00	\$ 25,135.00	\$ 33,535.00	\$ 6,208.00			\$ 6,208.00	\$ 39,743.00	
				4000s	\$ 2,750.00		\$ 2,750.00				\$ -	\$ 2,750.00	
				5000s		\$ 1,850.00	\$ 1,850.00				\$ -	\$ 1,850.00	
				6000s			\$ -				\$ -	\$ -	
				7000s			\$ -				\$ -	\$ -	
				Total	\$ 44,750.00	\$ 127,523.00	\$ 172,273.00	\$ 31,042.00	\$ -	\$ -	\$ -	\$ 31,042.00	\$ 203,315.00
				Imagine Riverside Coachella uses the Imagine six measures of excellence as their foundation to creating a culture of developing character and enriching minds. Building an environment based on these measures creates a positive condition for learning.	Student Engagement School Climate Basic Services	Clean and Safe Environment. Also technology	\$ 49,500.00	1000s	\$ 32,600.00		\$ 32,600.00		
2000s			\$ -								\$ -	\$ -	
3000s	\$ 6,900.00		\$ 6,900.00								\$ -	\$ 6,900.00	
4000s		\$ 10,000.00	\$ 10,000.00								\$ -	\$ 10,000.00	
5000s			\$ -								\$ -	\$ -	
6000s			\$ -								\$ -	\$ -	
7000s			\$ -								\$ -	\$ -	
Total	\$ 39,500.00	\$ 10,000.00	\$ 49,500.00					\$ -	\$ -	\$ -	\$ -	\$ -	\$ 49,500.00
Increase stakeholder involvement and communication	Implementation of CCSS Parental Involvement Student Achievement Other Outcomes	APTT meetings and Communication enhancements	\$ 38,000.00					1000s	\$ 5,600.00	\$ 1,000.00	\$ 6,600.00		
				2000s		\$ 23,400.00	\$ 23,400.00				\$ -	\$ 23,400.00	
				3000s	\$ 1,400.00	\$ 6,100.00	\$ 7,500.00				\$ -	\$ 7,500.00	
				4000s			\$ -				\$ -	\$ -	
				5000s	\$ 500.00		\$ 500.00				\$ -	\$ 500.00	
				6000s			\$ -				\$ -	\$ -	
				7000s			\$ -				\$ -	\$ -	
				Total	\$ 7,500.00	\$ 30,500.00	\$ 38,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,000.00
				Budget Summary				1000s	\$ 71,800.00	\$ 7,000.00	\$ 78,800.00	\$ -	\$ -
2000s	\$ -	\$ 117,938.00	\$ 117,938.00					\$ 24,834.00	\$ -	\$ -	\$ -	\$ 24,834.00	\$ 142,772.00
3000s	\$ 16,700.00	\$ 31,235.00	\$ 47,935.00					\$ 6,208.00	\$ -	\$ -	\$ -	\$ 6,208.00	\$ 54,143.00
4000s	\$ 2,750.00	\$ 10,000.00	\$ 12,750.00					\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,750.00
5000s	\$ 500.00	\$ 1,850.00	\$ 2,350.00					\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,350.00
6000s	\$ -	\$ -	\$ -					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000s	\$ -	\$ -	\$ -					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 91,750.00	\$ 168,023.00	\$ 259,773.00					\$ 31,042.00	\$ -	\$ -	\$ -	\$ 31,042.00	\$ 290,815.00