



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

Introduction:

LEA: Riverside County Education Academy Santos Campos, Principal scampos@rcoe.us (951) 826-4905 LCAP Year: 2014-2015

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
<ul style="list-style-type: none"> • October 23, 2013 – RCEA Advisory Board meeting to inform board on the LCAP process and timelines to complete LCAP. Timelines established to meet with stakeholder groups, explain process and gather data through online survey and hard copy surveys inputted online. • February 2014 Principal met with Key Data to come up with stakeholder survey to address the 8 priority areas. Key Data Systems partnership established to assist with gathering data on LCAP. • March 21, 2014 Staff and Students completed the survey. Meeting focused on review of LCAP and LCFF requirements, 8 state priorities, stakeholder feedback was solicited in form of electronic survey, questions and concerns answered. We received 100 student responses out of 107 students. All RCEA staff were surveyed. • March 26, 2014. Community Meeting. Presentation on the LCFF and LCAP was made to all stakeholders. Communication and engagement occurred priority goals analyzed. Opportunities were in place to gather input from all stakeholders. Stakeholders and parents were given the opportunity to complete online survey. The draft LCAP presentation and updates posted on the district website discussions. We received 76 parent and community stakeholder surveys. • May 14, 2014 Board of Directors meeting LCAP was presented for input. Draft LCAP was presented online To stakeholder and community review. • June 25, 2014 LCAP will be presented for final approval at Board of Directors Meeting. 	<p>After gathering data the stakeholders identified the following areas for student needs.</p> <ul style="list-style-type: none"> ✓ All RCEA students need to Graduate High School Prepared for College and Career ✓ All RCEA students need a Safe and Secure Learning Environment, Facilities and Climate ✓ All RCEA students need engaged parents and community to promote and support student progress. <p>All input was analyzed and translated in goals, actions and services that would address the needs of the school with performance indicators to monitor our process. The draft plan was available online for stakeholders and community to review how our actions and services would be beneficial to our students. The draft was update continuously based upon the review input.</p>



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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Students need to graduate college and career ready</p> <p>METRIC: CAHSEE English/Math A through G API EAP</p>	<p>Ensure all students have access and enrollment in required courses of study</p>	<p>All Students</p>	<p>Charter wide</p>		<p>CAHSEE Pass rate will increase by 2%</p> <p>Teachers will write requirements for A through G courses.</p> <p>Maintain the current level of API.</p> <p>100% of all students in grade 11 will take the EAP exam</p>	<p>CAHSEE Pass rate will increase by 2%</p> <p>Teachers will write additional courses as identified by student needs</p> <p>Based upon 2014-15 API exceed growth target</p> <p>Maintain 100% participation rate and increase the number of</p>	<p>CAHSEE Pass rate will increase by 2%</p> <p>Teachers will write additional courses as identified by student needs</p> <p>Based upon 2015-16 API meet growth target</p> <p>Maintain 100% participation rate and increase the number of</p>	<p>Basic Services</p> <p>Implementation of Common Core</p> <p>Student Achievement</p> <p>Course Access</p> <p>Other Student Outcome</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
AP					Identify and train teachers for AP classes in Social Studies and Spanish	students who score college ready by 2% Offer AP classes. Establish baseline data for percentage of students scoring 3 or above on the AP test.	students who score college ready by 2% Based upon the baseline number increase percentage of students scoring 3 or more on the AP test by 2%.	
CELDT Proficiency					Review data based upon CELDT results for 2013-14 to establish baseline for percentage of students scoring proficient	Establish goals based upon baseline data and increase that percentage by 2%	Increase percentage of the students scoring proficient by 2%	
EL reclassification rate					Establish criteria for reclassification of students.	Apply the criteria to identify students for reclassification	Increase the percentage of student reclassified by 2%	



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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Highly qualified Teachers</p> <p>All students have all required textbooks</p> <p>Implementation of Common Core State Standards</p> <p>NEED: Better Connected to School.</p>					<p>Maintain 100% Highly qualified teachers</p> <p>Monitor and Maintain 1:1 student textbook ratio</p> <p>English, math and social studies teachers will be supported to fully implement the CCSS through collaboration time and professional development</p>	<p>Maintain 100% Highly qualified teachers</p> <p>Monitor and Maintain 1:1 student textbook ratio</p> <p>Science teachers will be supported to fully implement the CCSS through collaboration time and professional development</p>	<p>Maintain 100% Highly qualified teachers</p> <p>Monitor and Maintain 1:1 student textbook ratio</p> <p>Continue implementing collaboration time and professional development for all teachers</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>METRIC: School Facilities are maintained in good repair</p> <p>Attendance Rates</p> <p>Suspension Rates</p> <p>Expulsion Rates</p>	<p>Improve Student Engagement and Climate Outcomes</p>				<p>Maintain 100% compliance with Williams Act requirements</p> <p>Establish baseline data based upon attendance rate for the 2013-14 school year</p> <p>Establish baseline data based upon suspension rate for the 2013-14 school year</p> <p>Establish baseline data based upon expulsion rate for the 2013-14 school year</p>	<p>Maintain 100% compliance with Williams Act requirements</p> <p>Increase student attendance by 2%</p> <p>Decrease student suspensions by 2%</p> <p>Maintain current expulsion rate</p>	<p>Maintain 100% compliance with Williams Act requirements</p> <p>Increase student attendance by 2%</p> <p>Decrease student suspensions by 2%</p> <p>Maintain current expulsion rate</p>	<p>Basic Services</p> <p>Student Engagement</p> <p>School Climate</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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Graduation rates</p> <p>NEED: Improve Parent communication</p> <p>METRIC: Parent Survey</p> <p>Parent Conference Attendance Rate</p>	<p>Increase parental communication and engage in English and Spanish</p>			<p>Establish baseline data based upon graduation rate for the 2013-14 school year</p> <p>Develop annual parent survey to solicit input on parental engagement, involvement and satisfaction</p> <p>Establish baseline attendance for parent conference</p>	<p>Based upon graduation rate increase by 2%</p> <p>Set goals based on parental input from annual survey.</p> <p>Parental attendance will increase by 2%</p>	<p>Graduation rate will increase by 2%</p> <p>Monitor goal and establish new goals based upon need.</p> <p>Parental attendance will increase by 2%</p>	<p>Parental Involvement</p>	



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: 2015-16	Year 3: 2016-17
Ensure all students have access and enrollment in required courses of study	Course Access		Charter Wide				
	Pupil Achievement						
	Basic Services						
	Implementation of state standards	Revolution Prep CAHSEE Prep software			Software License \$6700 Title I	Renewal Software License \$6700 Title I	Software License \$6700 Title I Funds
	Other Student Outcomes	READ 180 Reading intervention Software			Software License \$2950 LCFF	Renewal Software License \$2950 LCFF	Renewal Software License \$2950 LCFF
	School climate	Teachers are paid to develop A-G Courses			Extra duty compensation to write and submit courses \$2000 LCFF	Extra duty compensation to write and submit courses \$2000 LCFF	Extra duty compensation to write and submit courses \$2000 LCFF
	Parental Involvement	Provide teachers with student / data information system to access student data and creating short cycle assessment and benchmark test			Purchase student / data information system / training \$13000 LCFF	Renewal of student/data information system \$4000 LCFF	Renewal of student/data information system \$4000 LCFF
Other Student outcomes	Provide 2 Teachers with AP training and extended time to work on developing an AP course curriculum		2 teachers will attend AP summer institute \$6000 Title I Supplies, training, subs for training and textbooks \$7000 Lottery	Teacher collaboration time	Teacher collaboration time		



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: 2015-16	Year 3: 2016-17
		<p>Curriculum and training for ELD class implementation</p> <p>Math teachers will be participating in summer staff development to work on common core Math strands</p> <p>English Teachers will receive staff development training on Common Core and instructional Practices RCEA will contract with Ed. services RCOE.</p> <p>Implement online computer assisted courses to allow students access to more course selection and credit recovery</p>			<p>Teachers (2) will be paid hourly rate for 10 day training \$8000 CCSS</p> <p>Contract between Ed services RCOE and RCEA to hire ELA coaches to work with ELA teachers during minimum days \$4000 CCSS</p> <p>Purchase site licenses for APEX Learning for access to online classes \$18750</p>	<p>Teacher collaboration time</p> <p>Teacher collaboration time</p> <p>Teacher collaboration time</p> <p>Maintain site licenses for APEX Learning for access to online classes \$18750</p>	<p>Teacher collaboration time</p> <p>Teacher collaboration time</p> <p>Teacher collaboration time</p> <p>Maintain site licenses for APEX Learning for access to online classes \$18750</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: 2015-16	Year 3: 2016-17
<p>Improve student engagement and climate outcomes</p> <p>Increase parental communication and engage in English and Spanish</p>	Pupil Engagement and school climate	<p>Hire an office manager to monitor student attendance, provide parents with a contact at the school and act as community liaison. Parent portal for parents to access student data</p> <p>Parenting courses</p>			<p>Hire office manager salary \$72000</p> <p>Purchase student / data information system / training \$13500</p> <p>Research available parenting programs</p>	<p>Maintain office manager \$72000</p> <p>Renewal of student/data information system \$4000</p> <p>Provide parenting classes</p>	<p>Maintain office manager \$72000</p> <p>Renewal of student/data information system \$4000</p> <p>Provide parenting classes</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: 2015-16	Year 3: 2016-17
Ensure all students have access and enrollment in required courses of study		<p>For low income pupils, English learners, foster youth and re-designated fluent English proficient pupils:</p> <p>ELD Curriculum and resource training</p> <p>Implementation of AVID program to allow students resources to access college</p>	Charter Wide		<p>ELA teacher trained on the implementation of curriculum and resources by consultant Funding included above</p> <p>Assign teachers to be trained in AVID and purchase support material \$10000 LCFF supplemental funds</p>	<p>Maintain curriculum and teaching resources</p> <p>Maintain AVID program and continued training \$5000 LCFF supplemental funds</p>	<p>Maintain curriculum and teaching resources</p> <p>Maintain AVID program and continued training \$5000 LCFF supplemental funds</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: 2015-16	Year 3: 2016-17
Pupil Engagement and school climate		Establish extended Learning opportunities for high risk and disadvantaged students			Establish Credit recovery program during school day to include summer school	Maintain Credit recovery program during school day to include summer school	Maintain Credit recovery program during school day to include summer school
		For low income pupils, English learners, foster youth and re-designated fluent English proficient pupils			Contract with CSUSB for supervised social worker intern to work at school in individual and group settings	Maintain contract with CSUSB for supervised social worker intern to work at school in individual and group settings	Maintain contract with CSUSB for supervised social worker intern to work at school in individual and group settings
Increase parental communication and engage in English and Spanish		Contract for social worker intern to allow students access to counseling services to including mental health. For low income pupils, English learners, foster youth and re-designated fluent English proficient pupils: Bilingual / translation services to encourage and improve parent communication and participation			Contract with RCOE bilingual services for translation service in written and oral form.	Maintain contract with RCOE bilingual services for translation service in written and oral form.	Maintain contract with RCOE bilingual services for translation service in written and oral form.



- 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, school wide, countywide, or charter wide 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.)

The Riverside County Education Academy has an enrollment of unduplicated pupils at 75% of the total student enrollment. The estimated Supplemental and Concentration Grant total is \$95,383. The minimum proportionality percentage (MMP) is 8.68%. These funds are budgeted Charter Wide for expenditures to improve and / or increase services for low income, foster youth and English learner students. A majority of our students fall within one or more of these categories. This affords an opportunity to improve the educational services provided to students by increasing instructional and student support programs.

The following services/program are provided charter wide:

Professional Development- Charter wide professional development and supported with PLC release time we will focus on instructional practices, implementation of Common Core State Standards and training for ELA teachers in ELD best practices.

Supplemental Curriculum- CCSS aligned supplemental curriculum and resources will be purchased for at-risk and English learners.

Parental Involvement:- An increase in strategies geared toward increasing parental input, involvement and communication will strengthen the relationship between the school and stakeholders.

Increase the learning opportunities – Will allow for students to have the opportunities to get extended learning time, credit recovery and preparation for the CAHSEE exam and reading intervention classes. Students will benefit from ELD classes and AVID classes.

- 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.

Riverside County Education Academy is increasing school wide and targeted services to low income student, students with disabilities and English learners by more than 8.62%. Services totaling \$144,900 are specifically directed toward meeting the goals for subgroups (low income, English learners and students with disabilities and foster youth. Services for all students in the subgroup will include extended learning opportunities, access to all classes and provide support in the form of AVID and ELD classes, credit recovery opportunities, curriculum instruction and scaffolding, preparation for the CAHSEE exam and creating systemic parental access to student progress to incorporate parental support through increased parental involvement opportunities.

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.