

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside County Education Academy - Indio

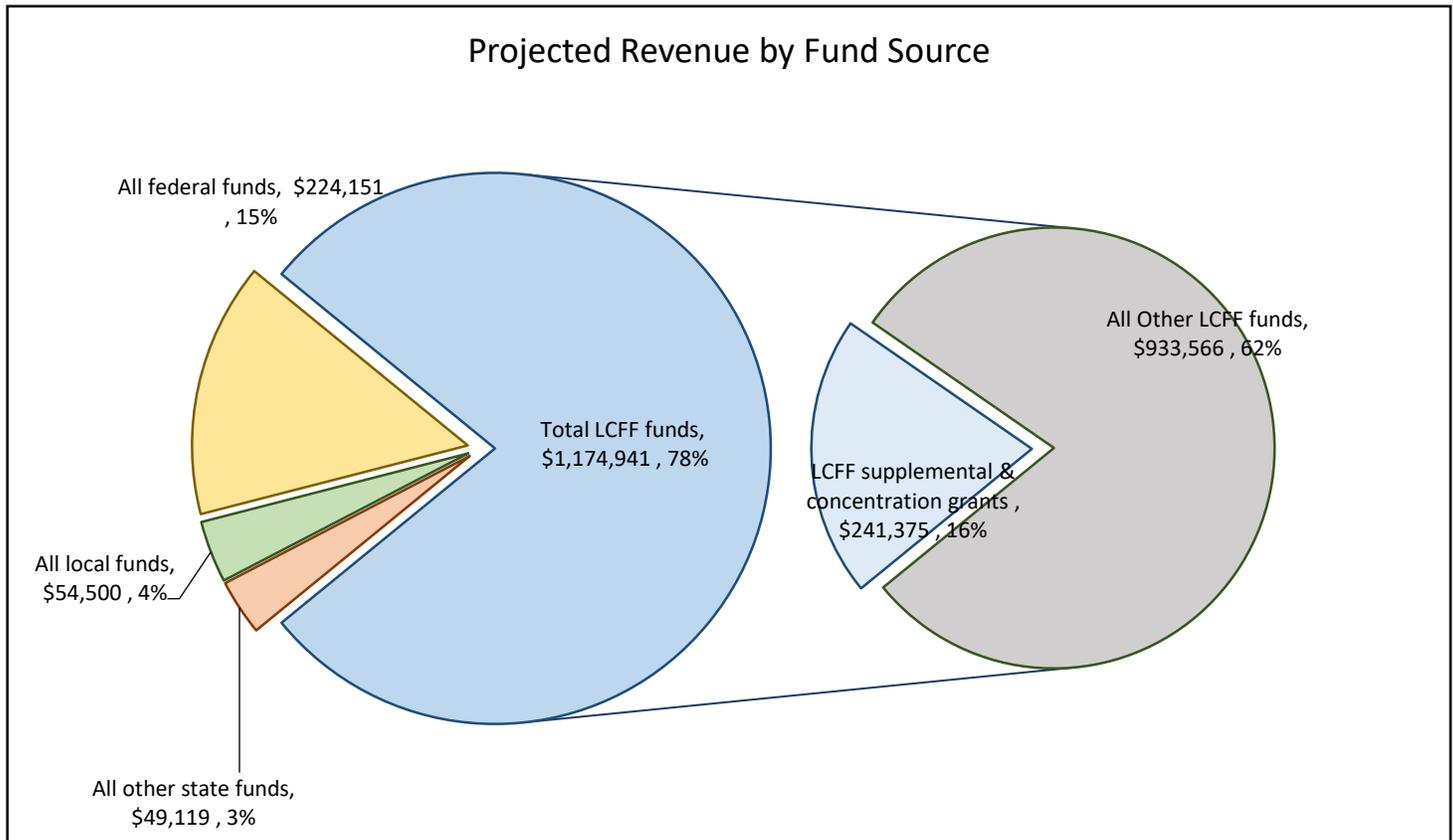
CDS Code: 33-103300-134320

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jill McCormick

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

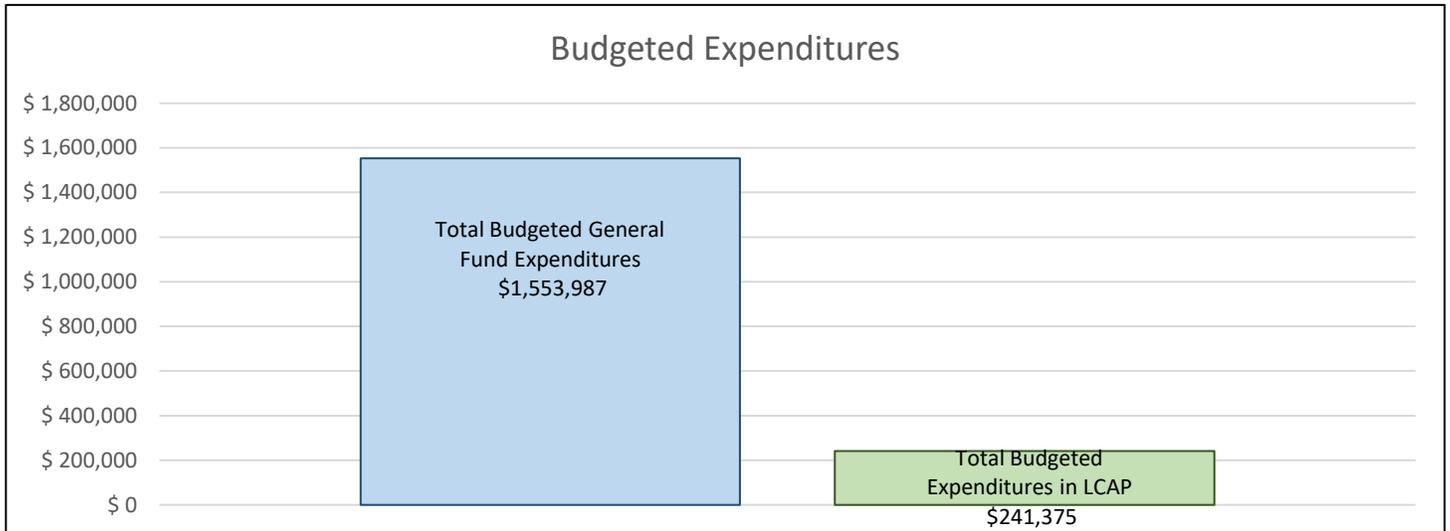


This chart shows the total general purpose revenue Riverside County Education Academy - Indio expects to receive in the coming year from all sources.

The total revenue projected for Riverside County Education Academy - Indio is \$1,502,711.00, of which \$1,174,941.00 is Local Control Funding Formula (LCFF), \$49,119.00 is other state funds, \$54,500.00 is local funds, and \$224,151.00 is federal funds. Of the \$1,174,941.00 in LCFF Funds, \$241,375.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Riverside County Education Academy - Indio plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Riverside County Education Academy - Indio plans to spend \$1,553,987.00 for the 2019-20 school year. Of that amount, \$241,375.00 is tied to actions/services in the LCAP and \$1,312,612.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

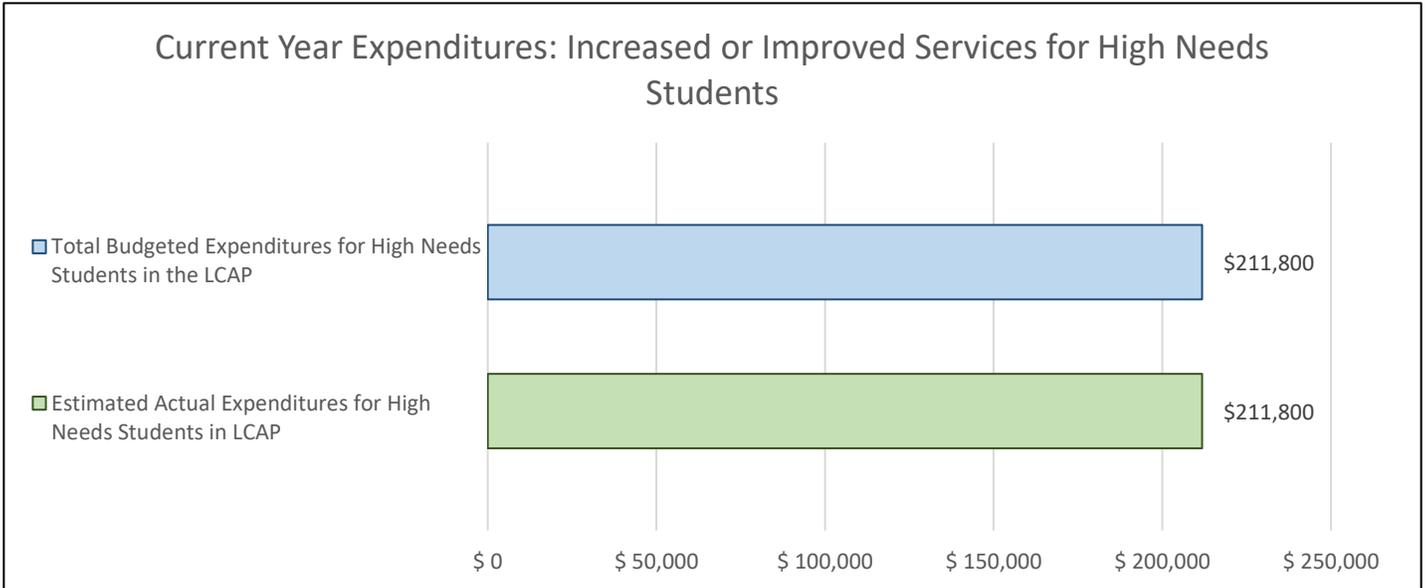
General fund expenditures include operating expenditures such as utilities, capital project expenditures, and materials and supplies necessary to operate the charter school. Operating costs also include salary and benefit costs for our employees not specifically outlined in the LCAP including custodians, facilities staff, district and site support staff, and management staff.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Riverside County Education Academy - Indio is projecting it will receive \$241,375.00 based on the enrollment of foster youth, English learner, and low-income students. Riverside County Education Academy - Indio must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Riverside County Education Academy - Indio plans to spend \$241,375.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Riverside County Education Academy - Indio budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Riverside County Education Academy - Indio estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Riverside County Education Academy - Indio's LCAP budgeted \$211,800.00 for planned actions to increase or improve services for high needs students. Riverside County Education Academy - Indio estimates that it will actually spend \$211,800.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Riverside County Education Academy - Indio	Jill McCormick, Program Specialist	jmccormick@rcea.us 951-973-0390 x3003

2017-20 Plan Summary

The Story

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

Riverside County Education Academy (RCEA) is a military themed charter school which provides classroom-based instruction to students in grades 9-12. The Indio site opened in the 2016-17 school year and has grown to serve 100 students from Indio and surrounding areas. RCEA Indio plans to expand to 150 students for the 2019-20 year.

Because RCEA Indio is a new school, baseline data is still being established, which is reflected in the lack of data on the Dashboard for 2018. The majority of RCEA students (95%) are socioeconomically disadvantaged, 27% are EL, 9% are students with disabilities, and 2% are homeless.

RCEA is built on rigor, relevance, and relationships. The vision is to provide an educational environment that enables all students to acquire knowledge, learn leadership skills, and develop the attitudes necessary to reach their full potential.

The environment is structured, as evidenced in the military courtesies and behaviors students demonstrate. It is also more intimate, as evidenced by the access parents have and in the 20:1 student teacher ratio in core courses. Small class sizes provide teachers more opportunities to support diverse student needs and student subgroups, including English learners (EL) and students with disabilities.

LCAP Highlights

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

The 2018-19 LCAP continues the goals and actions of prior year's LCAP. Reviewing the data and consulting with stakeholders affirmed that RCEA maintain the course of direction.

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

- Students meeting standard on SBAC ELA increased by 12%
- 19 students were celebrated for making the fall semester Honor Roll

Goal 2 - Improve Student Engagement and School Climate Outcomes.

- Defiance incidents have decreased approximately 40%

Goal 3 - Increase parental communication and engagement through use of bilingual service to provide materials in English and Spanish.

- Increases in parent participation in the LCAP survey and portal accounts

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

RCEA does not have a complete Dashboard because baseline data is still being established for several metrics. As evidenced in the data detailed in EAMO metrics, RCEA has demonstrated progress in the following areas:

- Students meeting standard on SBAC ELA increased by 12%
- Decrease in defiance incidents of approximately 40%
- Parent participation in the LCAP survey and portal accounts increased by 9% and 4% respectively

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

RCEA does not have a complete Dashboard yet because baseline data is still being established for several metrics. As evidenced in the data detailed in EAMO metrics, the greatest needs are in the following areas:

- SBAC ELA and math scores show students need more support to meet standards
- Implement a behavior intervention program to decrease suspensions and improve school climate
- Enhance/expand services to address barriers to a safe school environment (ex. Bullying)

- Increase parent participation and engagement

The only Dashboard indicator for 2018 is for suspension rate, which is red. This makes RCEA eligible for additional support as a CSI school. RCEA plans to use additional ESSA funds to implement, expand or enhance programs/services directed at improving school climate, increasing student engagement, and reducing the suspension rate. For example, RCEA has contracted with Capturing Kids Hearts to provide training and support for all staff while implementing the program in 2019-20.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the Dashboard, there is only the indicator for suspensions, which does not show a gap of 2 or more performance levels among student groups – all student groups are in the same level. This may be attributed in part to the small population at RCEA.

When other Indicators are added to the RCEA – Indio Dashboard, they will be reviewed for gaps and monitored.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

RCEA – Indio is a single school LEA that has been identified for CSI

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Eligibility for CSI was based on the suspension rate Dashboard indicator. CSI plans are focused on improving the suspension with services/programs not already included in the LCAP. To develop a plan, a needs assessment was conducted with site data on suspensions, resources and research based programs were reviewed, and an implementation plan is being developed, including professional development for staff. Multiple services are being considered, and the evidence-based program Capturing Kids Hearts has been selected for schoolwide implementation.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

In addition to suspension rates, other measures will be used to monitor and evaluate the effectiveness of the CSI plan. They may include: absenteeism/truancy rates, observational data, classroom discipline data, application rates of program/strategy, and data on training and support of staff.

Annual Update

LCAP Year Reviewed: 2019–20

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 4 7

Local Priorities: Basics, Implementation of Academic Standards

Annual Measurable Outcomes

Expected

Actual

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

The 2017-18 LCAP Expected Outcome only provided an overview of the goal. The Actual Outcomes have quantifiable results which are detailed in the Actual Actions, and baseline measures are detailed with the metrics in the EAMOs. The Actual Outcomes include:

- 100% of students are enrolled in A-G courses and have access to AVID courses
- Reclassified 1 EL student to RFEP
- Students meeting standard on SBAC ELA increased by 12%
- 0 student meet standards in SBAC Math, but 3% improved from bottom performance level
- 19 students were on the Honor Roll for the fall semester
- Teachers are provided dedicated, monthly opportunities to collaborate

Expected

Actual

- All FTE staff participate in AVID Site Team

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addenda as needed.	Added digital science courses to A-G course list.	8571	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will use CAASPP tools to support instruction. They will facilitate increased engagement with CAASPP interim assessments and tools within the digital library.	The CAASPP Interim Comprehensive Assessment (ICA) was administered to 11 th grade students in January.	8574	404

Action 3

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Initiate Career Technical Education (CTE) pathway on campus.	Coordinated guest speakers and a tour with College of the Desert to present CTE programs to students.	8571	1200

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and replenish textbooks	Math consumable texts were replenished.	8571	9532

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase technological devices to support a 1:1 technology initiative	Core classes maintain a laptop ratio of 1:1, replacements not needed this year. Additional projectors and printers were purchased for classrooms.	8571	1700

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Edgenuity Online Science and elective courses. Learning strategies in reading and writing EAP context.	Edgenuity contract was terminated and Apex Learning (digital curriculum) has been implemented instead.	8571	4422

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The first goal emphasizes college and career readiness for RCEA students. The implemented actions seek to address the level of rigor and standards proficiency that is expected of students entering college. Standards based courses and assessments are implemented to varying degrees of consistency, and the challenge is greater in courses taught by long term substitutes. More work is needed to achieve full implementation of the actions to achieve the goal.

RCEA-Indio has established and registered an A-G course list. Most of the staff has attended AVID training at the Summer Institute to ensure the AVID curriculum and instructional practices were implemented with fidelity. Staff as well as members of the AVID Site Team were able to properly implement and sustain the use of AVID strategies school wide. The site also developed an assessment calendar which included benchmark assessments in core content areas, CAASPP interim and summative assessments, PFT, CAST, and ELPAC. Staff continued to use EADMS as an assessment tool and CAASPP resources. RCEA replenished math consumables and purchased technology/software to make certain that students had access to content.

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

The implemented actions were somewhat effective. This is evidenced in improvements in ELA assessments and expansion of the AVID program. There is opportunity for more growth toward the goal by further implementing the actions with more consistency, enhancing existing actions and services, targeting specific areas of proficiency, and addressing the needs of student sub-groups. Additionally, students have not yet been provided opportunities for CTE, AP, or dual enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences are due to reallocation of resources in response to organizational needs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Expected Annual Measurable Outcomes

Adjusted to clarify data for SBAC metrics. In the 2017-18 LCAP, no actual data was provided, so in the 2018-19 report Baseline data was added. For this 2019-20 LCAP, further refinements clarify the actual results and adjust 2019-20 outcomes accordingly such that prior years' actual results can be considered.

The EAMO for CST Science was adjusted on the 2018-19 LCAP due to the change from CST Science to CAST which was in the pilot year 2017-18. The metric is now replaced by a fourth outcome for the CAST.

New metrics on PSAT data have been added. Summative SBAC data is received late in the year and only represents 11 grade. PSATs are administered on site to 9th and 10th grade students and will provide indicators of student progress earlier in secondary instruction and earlier in the school year.

New metrics on SBAC Interim Assessments (ICA) have been added. RCEA has administered standardized ICAs for an earlier indication of student progress before the SBAC summative. This data helps guide current year instruction as well as future planning.

Goal 2

Improve Student Engagement and School Climate Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3 4 5 6

Local Priorities: Basics, Parent Engagement, Local Climate Survey

Annual Measureable Outcomes

Expected

Actual

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

The 2017-18 LCAP Expected Outcome only provided an overview of the goal. The Actual Outcomes have quantifiable results, are detailed in the Actual Actions, and baseline measures are detailed with the metrics in the EAMOs. The Actual Outcomes include:

- Attendance rate is increasing (projected 4%)
- Suspension rate increased by 9% in 2018, but defiance incidents have decreased by 40% so far for 2019
- Implemented group counselling on effective communication which included conflict resolution, anger management, and anti-bullying strategies
- Opportunities for participation in extra-curricular activities has expanded with expansion of the military program and on campus events.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Principal and Office Manager will closely monitor student attendance and employ appropriate interventions (i.e. InTouch Dialer) and parent contact in order to improve attendance rates.	Procedures were developed to monitor attendance and communicate with parents. Automated dialer informs parents of daily absences. Parents of students with habitual attendance issues were contacted directly. Students were put on an attendance contract. Parent meetings were also held.	8000	115

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administration, staff, and social worker will institute an anti-bullying plan to maintain a safe school environment.	Anti-bullying, anger management, and conflict resolution were all part of an effective communication program. Additional anti-bullying programs were explored for school wide implementation.	8000	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff and administration will increase student recognition events to foster positive school climate.	Student accomplishments were celebrated at monthly student recognition events. The Honor Roll students (19) were celebrated at an evening family event.	8000	1300

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RCEA Indio will increase the offerings of co-curricular activities and sports programs.	<p>Students had the opportunity to participate in CIF sports, ASB, AVID college trips, California Cadet Corps (CACC) activities, and extracurricular campus events.</p> <p>ASB has helped increase activities on campus, and the military program has expanded to include participation in CACC competitions.</p>	8000	27239

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The second goal emphasizes the school climate and student engagement. The actions/services address the suspension rate, attendance, and student access to extra-curricular activities. Actions have been implemented, but can improve.

Administration closely monitored attendance and employed various interventions such as using the InTouch Dialer to inform parents of absences, student referrals to intern social workers, and parent meetings. In collaboration with stakeholders, anti-bullying activities were created for students. Numerous extra-curricular activities are now available to students. Students have the opportunity to participate in CIF sports, ASB, on campus events, and California Cadet Corps activities as well. RCEA staff and parents celebrate student accomplishments at monthly student recognition events.

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

Overall the actions have had a positive effect. This is evidenced by the increase in students to participating in CIF sports, ASB and particularly military activities, like CACC competitions. There is opportunity for more growth toward the goal by enhancing existing actions and services, reducing the suspension rate, and enhancing the military program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences are due to reallocation of resources in response to organizational needs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Expected Annual Measurable Outcomes

Added metric on defiance incidents. The percentage is a ratio of defiance incidents, or “k violations” (E.C. 48900(k)) compared to all discipline incidents. This data provides a snapshot of discipline data at any time, unlike suspension rates that are calculated at the end of the year. This type of incident was selected because of the high rate, the implication on classroom climate, and other means of correction can be implemented instead of suspension.

Goal 3

Increase parental communication and engagement and through use of bilingual service to provide materials in English and Spanish.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Parent Engagement

Annual Measureable Outcomes

Expected	Actual
<p>Parent involvement is integral in the academic success of all students. Our goal is to increase bilateral communication between educators and parents/guardians. We will survey parents to determine the services and programs that are priorities for them. We will encourage parent participation and presence on campus to promote a sense of community. We will increase communication with parents via messaging, memorandum, and personal interactions. We will monitor impact with parent participation in meetings, conferences, and events.</p>	<p>The 2017-18 LCAP Expected Outcome only provided an overview of the goal. The Actual Outcomes have quantifiable results, are detailed in the Actual Actions, and baseline measures are detailed with the metrics in the EAMOs. The Actual Outcomes include:</p> <ul style="list-style-type: none"> • Increased parent participation in the LCAP survey by almost 9%, however less than one-fifth of parents responded • Parent portal accounts increased by 4%, but the majority (74%) of parents still do not have accounts

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the use of the automated dialing system for ongoing communication.	The automated dialing system and emails were used to communicate announcements and events.	4800	115

Action 2

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improved participation in parent advisory/school site council.	Parents participated in Parent Advisory Council meetings. School activities, data, and the LCAP were topics of discussion.	4800	1500

Action 4

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

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.	Translation services were employed to provide communication in Spanish for parents at school events and meetings.	4800	304

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Automated dialer messages and emails were sent in both English and Spanish.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The third goal emphasizes parent involvement. To this end, the actions implemented seek to improve communication and attendance. Most of the actions have been implemented to an extent, but need to be enhanced to achieve the goal.

School communications are delivered in English and Spanish and through different channels. Parents receive information by phone, email, letter, flier, website, or in person. Parents can also register for the Parent Portal in the student information system to have immediate access to student grades, attendance, and teacher email. Parents attended school events such as Family Night, Parent Night and Lunch with Parents. The Parent Advisory Council (PAC) met regularly throughout the school year. Twelfth grade parent meetings were held each semester to help increase parent involvement and to provide information about their students' post-secondary goals.

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

Overall the actions have been moderately effective. This is evidenced in parent participation in meetings and events as well as use of the Parent Portal accounts. There is opportunity for considerable growth toward the goal by enhancing existing actions and services; and increasing the percentage of parents with portal accounts, attending meetings, and completing the LCAP survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences are due to reallocation of resources in response to organizational needs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to Goals, Actions, & Services

A new action #5 was added to implement Capturing Kids Hearts. This is to help address the suspension rate which identified RCEA – Indio for CSI. An application for additional ESSA funds has been submitted; part of the allocation will pay for this program.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents, students, and all school staff were involved in the process of developing the 2019-20 LCAP report. State priorities, specific topics relating to the LCAP and WASC cycle, and various metrics have been discussed with stakeholders throughout the year.

Methods and frequency of communications include:

Stakeholder	Communication Method	Frequency
Board of Directors Staff	Board meeting	monthly
	Whole staff (minimum day) meetings	semi-monthly
	PLC meetings	monthly
	Subcommittee meetings	as needed
	Principal's meetings	monthly
	Leadership meetings	1-2 times/month
Parents/Guardians	Individual Conferences	as needed
	PAC meetings	monthly
	LCAP meetings	2-3 times/year
	Individual	as needed
	Parent Portal	unlimited
	Dialer, mailer, email, direct contact	as needed
Students	Website	unlimited
	Grade level meetings	2-3 times/year
	Individual	2-3 times/year
	Formation	daily
	Student Portal	unlimited
	Direct contact	daily
Community	Email, text	as needed
	Website	unlimited
	Board meeting	monthly
	PAC meetings	monthly

LCAP meetings
Website

2-3 times/year
unlimited

2018-19 Stakeholder meetings and topics:

Date	Meeting	Topic(s)
05/23/18	Board meeting	LCAP: report review & adoption
06/13/18	Board meeting	WASC & LCAP: program & fiscal updates
06/13/18	Leadership team meeting	WASC & LCAP: planning, stakeholder engagement, Dashboard
07/02/18	Individual staff	Priority 7: scheduling & access (all month)
07/12/18	Principal's meeting	Priority 4: assessment planning
07/17/18	Principal's meeting	Priorities 2, 7, 8: credit recovery program
07/19/18	Board meeting	WASC & LCAP: program & fiscal updates
08/14/18	Subcommittee meeting	Priorities 2, 7, 8: credit recovery program
08/16/18	Board meeting	WASC & LCAP: program & fiscal updates
09/04/18	Parent meeting	WASC & LCAP: overview, orientation, parent engagement
09/19/18	Whole staff meeting	Priority 4: SBAC results, special student groups
09/20/18	Board meeting	WASC & LCAP: program & fiscal updates
09/27/18	PAC meeting	Priorities 3 & 6: parent opportunities, student activities
Oct. 2018	Grade level meetings	Priority 4: assessment preparation & results
10/18/18	Board meeting	Priorities 2, 3, 6, 7: Dashboard (overview), local indicators, CAASPP results
10/18/18	Board meeting	WASC & LCAP: program & fiscal updates
10/24/18	Leadership team meeting	WASC: plan for self study
10/24/18	Whole staff meeting	Priority 6: safety protocols, social worker interns
10/25/18	PAC meeting	Priorities 4 & 5: Data equity talk
11/04/18	Whole staff meeting	Priority 7& 8: senior grad check meetings
11/08/18	Principal's meeting	WASC & LCAP: annual process, report, special student groups, budget, Dashboard,
	attendance, AVID & college programs	
11/15/18	Board meeting	WASC & LCAP: program & fiscal updates
12/05/18	Leadership team meeting	LCAP: Authorizer feedback on 2018-19 report
12/13/18	Board meeting	WASC & LCAP: program & fiscal updates
Jan. 2019	Grade level meetings	Priorities 2 & 4: Interim assessments/benchmarks
Jan. 2019	Grade level meetings	WASC & LCAP: stakeholder survey
01/09/19	Whole staff meeting	Priority 4: Interim assessments
01/10/19	Principal's meeting	WASC & LCAP: program updates, reporting
01/10/19	Principal's meeting	WASC & LCAP: program updates, priorities, program analysis
01/17/19	Board meeting	WASC & LCAP: program & fiscal updates
01/30/19	Whole staff meeting	WASC & LCAP: stakeholder survey, parent night

02/20/19	Leadership team meeting	WASC & LCAP: CSI planning for suspensions
02/21/19	Board meeting	WASC & LCAP: program & fiscal updates
02/21/19	Leadership team meeting	WASC & LCAP: Authorizer feedback on EL programs
02/27/19	Whole staff meeting	Priorities 4 & 5: School test day, attendance challenge
02/28/19	PAC meeting	Priorities 3 & 4: parent opportunities, college and career preparation, assessments
02/28/19	Principal's meeting	WASC & LCAP: program updates, priorities, CSI (Indio)
03/06/19	Whole staff meeting	WASC report review, Priorities 5 & 6: PBIS updates
03/20/19	Whole staff meeting	Priorities 1,2, &4: Professional Development plan
03/21/19	Board meeting	WASC cycle & update, LCAP survey results
03/21/19	Board meeting	WASC & LCAP: program & fiscal updates
03/21/19	Principal's meeting	WASC & LCAP: stakeholder survey results
04/04/19	PAC meeting	WASC & LCAP, Priority 3: LCAP Survey results
04/08/19	Principal's meeting	WASC & LCAP: program updates, priorities, program analysis
04/10/19	Whole staff meeting	WASC & LCAP: stakeholder survey results

Impact on LCAP and Annual Update

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

Consultations with stakeholders at meetings and through surveys confirmed that our goals remain unchanged, and highlighted priorities within those goals:

- Improving student performance (ex. SBAC scores, graduation rates)
- Providing students more pathways to post-secondary goals (ex. CTE, dual enrollment, AP, AVID)
- Maintaining resources to address student social and emotional needs (ex. social worker, therapist)
- Continuing to add professional development opportunities for teachers
- Continue to offer a variety of extra-curricular opportunities (ex. Athletics, military, clubs)
- Decreasing suspension rate particularly for special student groups
- Expanding programs to support EL students (ex. ELAC, ELD instruction)
- Expand communications with parents and find more means to engage them in RCEA programs

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 4 7

Local Priorities: Basics, Implementation of Academic Standards

Identified Need:

Assessment results, including CAASPP summative and interim assessments, SAT, PSAT, ASVAB, ELPAC, classroom-based formative assessments, and successful completion rates of core classes and graduation rates, indicate a continued need to provide the rigor necessary to prepare students for their post-secondary goals. Results also indicate the need to continue to refine pacing guides, aligning with content standards, CCSS, literacy, and ELD standards. There is a need to continue exploring ways to provide access to CTE pathways and AP courses to students. There needs to be improvements to services provided to sub-groups to ensure their academic success. This includes more support for EL students to succeed on the ELPAC and meet reclassification criteria. The current intervention plan for students who struggle in ELA and math needs to be revised or redesigned to improve student outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA % Standard Met	2016-17	Increase by 2% - from 10% to 12%	Increase by 2% - from	Increase by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	(Actual: 2017 10%)	(Actual: 2018 22%)	12% to 14% (Clarification: EAMO set prior to actual results released that exceeded it)	
SBAC Math % Standard Met	2016-17 (Actual: 2017 0%)	Increase by 2% - from 0% to 2% (Actual: 2018 0%)	Increase by 2% - from 0% to 2%	Increase by 2%
CST Science (REPLACED by Outcome #4)	2016-17 (Clarification: CST replaced by CAST. No data for either in this year)	Increase by 2%	40% of students at or above proficiency level	REPLACED by Outcome #4
CAST	2017-18 field test preliminary results	82% indicator 2, moderate understanding, 0% indicator 3, considerable understanding (field test)	(Not available until summer 2019)	Increase indicator 2 by 3% and indicator 3 by 2%
PSAT ERW Benchmark	See 2018-19	N/A	15% met (n=13)	Increase by 2%
PSAT Math Benchmark	See 2018-19	N/A	0% met (n=13)	Increase by 2%
ICA ELA % Standard Met/Exceeded	See 2017-18	21% (n=24)	21% (n=19)	Increase by 2%
ICA Math % Standard Met/Exceeded	See 2017-18	0% (n=23)	0% (n=20)	Increase by 2%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.

2018-19 Actions/Services

Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.

2019-20 Actions/Services

Teachers will create new curriculum for A-G approval as needed. Teachers will review approved curriculum to make addendums as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8571	0	0
Source	C, LCFF	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	N/A	N/A

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8574	0	0

Year	2017-18	2018-19	2019-20
Source	C, LCFF	N/A	N/A
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	N/A	N/A

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Initiate Career Technical Education (CTE) pathway on campus.

2018-19 Actions/Services

Initiate Career Technical Education (CTE) pathway on campus.

2019-20 Actions/Services

Initiate Career Technical Education (CTE) pathway on campus.

Budgeted Expenditures

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

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Purchase and replenish textbooks.

2018-19 Actions/Services

Purchase and replenish textbooks.

2019-20 Actions/Services

Purchase and replenish textbooks, including access to digital content.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8571	8571	8571
Source	C, LCFF	N/A	LCFF Gen
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	N/A	Obj. 4100

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Update classroom technological devices to support a 1:1 ratio in the classroom and incorporate more collaborative classroom applications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8571	15000	80000
Source	C, LCFF	LCFF	LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Obj:6510, 5868	Obj:6510, 5868

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Students will be enrolled in support classes for English and Math as appropriate, with a focus on SWD and English learners.

Budgeted Expenditures

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

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Core Subject teachers will have access to instructional coaches.

2018-19 Actions/Services

Core Subject teachers will have access to instructional coaches.

2019-20 Actions/Services

Core Subject teachers will have access to instructional coaches.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	2000
Source	N/A	N/A	LCFF General
Budget Reference	N/A	N/A	Obj: 2102, 1120

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	8000	8000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 2102	Obj: 2102

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Teachers will obtain ongoing support and training in differentiated and engaging instructional strategies.

2018-19 Actions/Services

Teachers will obtain ongoing support and training in differentiated and engaging instructional strategies.

2019-20 Actions/Services

Teachers will obtain ongoing support and training in differentiated and engaging instructional strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	2000
Source	N/A	N/A	LCFF Gen
Budget Reference	N/A	N/A	Obj: 2102, 1120

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Science Teachers will review and revise curriculum to reflect NGSS and the 3 course sequence model. Pacing guides will be revised to be aligned with NGSS and the CAST assessment.

2019-20 Actions/Services

Science Teachers will review and revise curriculum to reflect NGSS and the 3 course sequence model. Pacing guides will be revised to be aligned with NGSS and the CAST assessment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	8000	8000
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 5754	Obj: 5754

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Continue to send staff to AVID Summer Institute or other AVID training to develop or refine AVID strategies incorporated school wide.

2019-20 Actions/Services

Continue to send staff to AVID Summer Institute or other AVID training to develop or refine AVID strategies incorporated school wide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	8000	4714
Source	N/A	LCFF	EPA, LCFF General
Budget Reference	N/A	Obj: 2102, 5220, 5210	Obj: 5200, 5300

Action 12

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Train staff for CELDT administration.

2018-19 Actions/Services

Train staff for ELPAC administration.

2019-20 Actions/Services

Train staff for ELPAC and CAASPP administration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	1000	0
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Obj: 2102, 1120	Obj: 2102, 1120

Action 13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Provide opportunities for Professional Learning Communities. Continue the focus on student achievement data (EADMS)

2019-20 Actions/Services

Provide opportunities for Professional Learning Communities (PLCs). Continue the focus on student achievement data (EADMS).

Budgeted Expenditures

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

Action 14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Recruit a highly qualified Science Teacher.

2018-19 Actions/Services

Recruit and maintain highly qualified teachers.

2019-20 Actions/Services

Recruit and maintain highly- qualified teachers.

Budgeted Expenditures

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

Action 15

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Teachers will utilize CAASPP tools to support instruction. They will facilitate increased engagement with CAASPP interim assessments and tools within the digital library.

2018-19 Actions/Services

Teachers will utilize CAASPP tools to support instruction. They will facilitate increased engagement with CAASPP interim assessments and tools within the digital library.

2019-20 Actions/Services

Teachers will utilize CAASPP resources to support instruction. They will facilitate increased engagement with CAASPP interim assessments and tools within the digital library.

Budgeted Expenditures

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

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

Unchanged

Goal 2

Improve Student Engagement and School Climate Outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3 4 5 6

Local Priorities: Basics, Parent Engagement, Local Climate Survey

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	94%	Increase 2% (94% to 96%) (Actual: 86%)	Increase by 10% (from 84% to 94%) (Preliminary 90%)	Increase by 2%
LCAP Survey Data Anti-bullying (REPLACED by Outcome #4)	77.5% desire a program (REPLACED by Outcome #4)	Increase satisfaction 2%	REPLACED by Outcome #4	REPLACED by Outcome #4
LCAP Survey Data Co-Curricular Activities	44% desire more activities (Clarification: survey assesses agreement on availability of activities, not desire)	Increase by 2 activities/sports (Actual: 62% of parents agree there are co-curricular activities)	Increase by 5% (from 62% to 67%) (Actual: 88% of parents agree there are co-curricular activities)	Increase by 5%
LCAP Survey Satisfaction with Behavior and School Climate Program	2016-17 46%	28% completely satisfied	Increase by 5% (from 28% to 33%) (Actual: 23% completely satisfied)	Increase by 5%
Suspension Rate (all students)	2016-17 46%	55.6%	Decrease by 10% (from 46% to 36%)	Decrease by 10%
Defiance incident data (Code#40, E.C. 48900(k))	2016-17 81.4% (236/290)	85.3% (326/382)	Preliminary 44% (19/43)	Decrease by 5%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Principal and Office manager will closely monitor student attendance and employ appropriate interventions (i.e. InTouch Dialer) and parent contact in order to improve attendance rates.

2018-19 Actions/Services

Principal and Office manager will closely monitor student attendance and employ appropriate interventions (i.e. InTouch Dialer) and parent contact in order to improve attendance rates.

2019-20 Actions/Services

Principal and office manager will closely monitor student attendance and employ appropriate interventions (i.e. InTouch Dialer) and parent contact in order to improve attendance rates.

Budgeted Expenditures

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Administration and social worker will institute an anti-bullying plan to maintain a safe school environment.

2018-19 Actions/Services

Administration, staff, and social worker will institute an anti-bullying plan to maintain a safe school environment.

2019-20 Actions/Services

Implement anti-bullying program, including strategies for conflict resolution, anger management, and effective communication. Explore additional resources to expand program.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Staff and administration will increase student recognition events to foster positive school climate.

2018-19 Actions/Services

Staff and administration will increase student recognition events to foster positive school climate.

2019-20 Actions/Services

Staff and administration will increase student recognition events to foster a positive school climate.

Budgeted Expenditures

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

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

RCEA Indio will increase the offerings of co-curricular activities and sports program.

2018-19 Actions/Services

RCEA Indio will add 2 co-curricular activities and sports program

2019-20 Actions/Services

RCEA Indio will maintain options for co-curricular activities and sports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	27239
Source	N/A	N/A	LCFF Gen
Budget Reference	N/A	N/A	Obj: 5300, 4300

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

N/A

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

N/A

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Implement Capturing Kids Hearts as a schoolwide system of strategies to improve school climate and reduce negative behaviors.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	68000
Source	N/A	N/A	Title 1
Budget Reference	N/A	N/A	Obj: 2102

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

Unchanged

Goal 3

Increase parental communication and engagement and through use of bilingual service to provide materials in English and Spanish.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Parent Engagement

Identified Need:

Data collected at parent meetings and informational events indicates a continued need to increase parent attendance at school events. Although there was an increase in participation, still only a minority of parents were involved in the LCAP process. Many parents do not have registered parent portal accounts in the student information system. This is indicative of the need to communicate more and engage parents to participate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Parent Survey Participation	18.6% (Actual: 2017-18, 21%)	Increase 15% (18.6% to 33.6%) (Actual: 2017-18 8, 8%)	Increase by 12% (from 8% to 20%) (Actual: 2018-19 17, 17.5%)	Increase by 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent spectators at events (REPLACED by Outcome #4)	3.7% (REPLACED by Outcome #4)	Increase 15% (3.7% to 18.7%)	(REPLACED by Outcome #4)	(REPLACED by Outcome #4)
LCAP Parent Meeting	6.3% (5/79)	Increase 15% (6.3% to 21.3%) (Actual: 2017-18 8%)	Increase by 12% (from 8% to 20%) (Actual: 2018-19 13, 13.4%)	Increase by 10%
Parent portal accounts in student information system	See 2017-18	78% do not have an account	Decrease by 28% (from 78% to 50%) (Actual: 4/1/2019 74% do not have an account)	Decrease by 25%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Based on LCAP survey data, continue the use of the automated dialing system for ongoing communication.

2018-19 Actions/Services

Continue the use of the automated dialing system for ongoing communication.

2019-20 Actions/Services

Continue the use of the automated dialing system for ongoing communication.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4800	4800	4800
Source	C, LCFF	C, LCFF	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Initiate parent workshops and academies to inform parents of how to support their students' academic goals.

2018-19 Actions/Services

Continue to offer parent workshops and academies to inform parents of how to support their students' academic goals.

2019-20 Actions/Services

Continue to offer parent workshops and academies to inform parents of how to support their students' academic goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4800	4800	4800
Source	C, LCFF	C, LCFF	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Improve participation in parent advisory/school site council.

2018-19 Actions/Services

Solicit more participation in parent advisory/school site council.

2019-20 Actions/Services

Solicit more participation in parent advisory/school site council.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4800	4800	4800
Source	C, LCFF	C, LCFF	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Increase parental attendance and participation at school events (i.e. sports, awards, CACC events).

2018-19 Actions/Services

Continue to increase parental attendance and participation at school events (i.e. sports, awards, CACC events).

2019-20 Actions/Services

Continue to increase parental attendance and participation at school events (i.e. sports, awards, CACC events).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4800	4800	4800
Source	C, LCFF	C, LCFF	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.

2018-19 Actions/Services

Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.

2019-20 Actions/Services

Continue to ensure all communication is transmitted in both English and Spanish to maximize parent engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4800	4800	4800
Source	C, LCFF	C, LCFF	C, LCFF
Budget Reference	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP	Res. 0000, Unrestricted Res. 3010, Title I Res. 4610, PCSGP

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 241,375

26.54 %

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 211,800

26.89 %

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 79,937

11.12 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Each action/service is being funded and provided on a school-wide basis.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Riverside County Education Academy - Indio

CDS code:

33103300134320

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

RCEA - Indio LCAP goals 1 and 2 address ESSA Provisions in Title 1, Part A.

Funds will supplement and enhance actions focused on improving student performance and progress toward standards. The need is evidenced in the low percentage of students meeting standards on both the ELA and math SBAC state assessments.

Funds will supplement and enhance actions focused on reducing discipline practices that remove students from the classroom, particularly for special student groups. The need is evidenced in the high suspension rates of all students.

RCEA – Indio is also eligible for Comprehensive Support and Improvement and applied to receive additional ESSA apportionments to address the high suspension rate. Funds will be used to enhance priorities by implementing a new school wide program, Capturing Kids Hearts, in an effort to improve student behavior and keep them in the classroom.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

RCEA – Indio LCAP goals 1 and 2 address ESSA Provisions in Title 1, Part A. Funds will be used to supplement and enhance existing activities already included in the LCAP and are therefore aligned. Funds will also go to activities in the new program, which is aligned with the activities in the LCAP to reduce suspensions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The student population at RCEA - Indio is small so all subjects are taught by a single teacher and there is only one section of each course. For example, there is only one English teacher. Additionally, the majority of students are SED, receiving FRPM. These conditions translate into minimal disparities for low-income and minority students taught by ineffective, inexperienced, or out-of-field teachers.

Are low-income students taught at higher rates than other students by ineffective, inexperienced, or out of field teachers?*

No

Are minority students taught at higher rates than other students by ineffective, inexperienced, or out of field teachers?*

No

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1 - Basic Services).

RCEA - Indio will need to identify and address disparities when the population grows enough to require multiple teachers to teach the same courses. For example, two teachers are needed to cover all the 9th grade English classes.

Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps.

No equity gaps currently exist for students in regards to educator experience or assignment.

**In California, "ineffective" means "misassigned."*

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA will involve parents and family members at identified schools in jointly developing Comprehensive and Targeted Support and Improvement plans. (Write N/A if there are no schools identified for CSI, TSI, or ATSI)

RCEA - Indio is working with parents/families through parent advisory committee meetings and LCAP/WASC meetings to develop CSI plan. The goal will be to decrease the suspension rate by implementing programs and services that improve school culture and climate.

Describe how the LEA developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a written parent and family engagement policy.

RCEA - Indio is working with parents/families through parent advisory committee meetings and LCAP/WASC meetings to develop a parent and family engagement policy that includes activities that benefit student achievement.

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

RCEA - Indio will provide multiple opportunities for parents to gain a better understanding of the aforementioned topics through various methods of communication, in English and Spanish, including but not limited to presentations, workshops, materials, and direct dialog with teachers, administrators and office staff. At the time of enrollment and throughout the year, parents are provided directions to create a portal account within the student information system so they can monitor student progress and communicate with teachers.

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

RCEA - Indio will seek input from parents on the topics they would like to receive more information. Training and materials will come from group workshops or individually as appropriate, and delivered by RCEA- Indio staff, teachers and outside resources.

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Through the RCEA - Indio professional development plan, all staff will learn of the value and need for collaboration with parents to connect student academics to home and the community.

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and Local programs, including public preschool programs, and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

RCEA- Indio will solicit the assistance of parents and community liaisons to connect RCEA - Indio student and parent programs with other Federal, State, and Local programs.

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

RCEA - Indio will communicate with parents about programs, meetings, and other activities in English and Spanish, through multiple methods, including fliers and posters, mailed and emailed letters, and automated phone dialers.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

RCEA - Indio will strive to provide other reasonable supports that parents may request through existing resources.

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

RCEA - Indio will make school information and reports available to parents. Most information can be provided through the office in print, or digitally through email. Additionally, RCEA - Indio will post information and reports on the school website.

Describe how will the LEA align parent involvement required in this section with the LCAP Stakeholder engagement process.

Topics in this section overlap with priorities in the LCAP and WASC processes, so RCEA - Indio will utilize the LCAP/WASC stakeholder activities to engage parents as required in this section also. This is in addition to other opportunities parents have to contribute to the RCEA - Indio community.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe, in general, the nature of the programs to be conducted by the schools within the LEA under Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS). Including, but not limited to: methods and instructional strategies that strengthen the academic program, how the quality of learning time is increased, how you are providing enriched/accelerated curriculum, how the needs are addressed of those at risk of not meeting academic standards, how the TAS program will coordinate with and support the regular education program of the school, the professional development that will be provided for personnel who work with eligible children, and strategies to increase parent involvement of eligible students.

RCEA- Indio is not a TAS. The nature of SWP includes instructional strategies like AVID, SDAIE, and differentiation; bell to bell instruction; A-G approved core courses; credit recovery program.

Describe, where appropriate, educational services outside SWP and TAS schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs. Write N/A when it does not apply.

N/A

In schools operating a targeted assistance school (TAS) program, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel will identify the eligible children most in need.

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe the services the LEA provides homeless children and youths, including services provided with funds, including services to support the (1) enrollment, (2) attendance, and (3) success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

N/A

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If applicable, describe how the LEA will support, coordinate, and integrate services provided under this part by implementing strategies to facilitate effective transitions for students from:

Early childhood education programs at the LEA or individual school level to local elementary school programs, if applicable

N/A

Middle grades to high school, if applicable

N/A

High school to post-secondary education including, if applicable, (1) through coordination with institutions of higher education, employers, and other local partners and (2) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

RCEA - Indio is building a partnership with local community colleges (College of the Desert) to provide students access to dual or concurrent enrollment, registration and FAFSA assistance, and transition programs.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As the LEA determines appropriate, describe how the LEA proposes to use funds for the following: (1) To assist schools in identifying and serving gifted and talented students and (2) To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. Write N/A when this does not apply.

N/A