

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Riverside Preparatory

## Contact Name and Title

Kyla Gonzales-Rivera

Executive Director,  
Accountability

## Email and Phone

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## 2017-20 Plan Summary

### The Story

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

Riverside Preparatory is a seat time TK-12 charter school, serving students from the Oro Grande, Barstow, Victorville, Hesperia, Apple Valley, Phelan, Helendale Oak Hills, and Adelanto communities. Students participate in a college preparatory program that emphasizes project based learning and 2st century skills.

By designing an eight hour instructional day program for all students, students are able to explore multiple pathways and topics, including athletics, visual, and performing arts advanced placement and civic learning projects. Class sizes are well below the state average, adding a personalized learning experience.

### LCAP Highlights

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

Riverside Preparatory will prepare the next generation. Students who are not meeting grade level standards will be supported through intervention and all students will have access to standards aligned rigorous curriculum and instruction.

Our students will be introduced to a wide variety of classes, mentors, and technology that ensure that

every student's educational need is met for college and/or career. All students will be exposed to the visual and performing arts to provide a culturally balanced education.

Our families will be part of the overall educational experience and will have opportunities to engage and seek support from the school.

## Review of Performance

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

## Greatest Progress

Graduation rates at Riverside Preparatory are at 96% percent. This dramatic increase is a result of Cal Pads corrections.

English Language Learner student performance has maintained high at 75.9% on the California Dashboard. Ongoing student achievement is evident and is attributed to additional resources for EL classes and additional EL training for all staff.

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

## Greatest Needs

Suspension rates increased to 7% for all students. English language arts scores declined 4.7 points to 41.3 and math also declined 9.3 points to 74.9. All three areas are orange on the California Dashboard. Chronic absenteeism rates have also increased to 9.5%  
Riverside Preparatory will increase programs in social and emotional development to combat the high suspension rates and chronic absenteeism . Additional professional development will be added for ELA and math in all grade levels.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

There are no student groups that are performing two levels below all students in the evaluation rubric.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

Intervention classes for EL students, EL monitors at sites for extra support and Instructional Support teachers for support for underperforming low-income and EL students.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION   | AMOUNT       |
|---|--------------|
| Total General Fund Budget Expenditures for LCAP Year  | \$24,770,060 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$4,252,054  |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Riverside Preparatory - Total Revenue-  
 Personnel and Benefits (including teachers, administrators, office, custodial, transportation, food services \$ 9,971,165  
 Books and Supplies- \$441,154  
 Services and Other Expenses- \$\$1,147,210.00  
 Site Improvements and Other Expenses-\$1,500,000.00

| DESCRIPTION                                 | AMOUNT       |
|---|--------------|
| Total Projected LCFF Revenues for LCAP Year | \$22,770,260 |

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

Riverside Preparatory School will increase the number of 3rd, 6th and 9th grade students reading at grade level proficiency through the implementation of rigorous state standards and provide appropriate interventions as needed.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 4, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

CAASPP (ELA)  
Baseline: All Students: 36.6 points below level 3  
2017 - 2018: Increase 11 points toward Standard Met (level 3)

**Actual**

CAASPP ELA: All students 41.3 and a decline of 4.7 points

**Expected**

CAASPP ELA: EL students: 57 points below level 3  
 2017 - 2018: Increase 7 points toward Standard Met (level 3)

CAASPP (ELA)  
 Baseline Data: Reclassified Students 19.7 points below level 3

Benchmark (Reading)  
 Baseline: All Students: 10% read at grade level  
 2017-18: Increase 10% of students reading at grade level

Lexile Scores  
 Baseline: All Students: 32% read at grade level  
 2017-18: Increase 10% of students reading in grade level lexile band

**Actual**

CAASPP EL: 61.2 points below 3 decline of 4.2 points

CAASPP  
 Reclassified Students: 28.3 below level 3- decline 8.5 points

Benchmarks were administered, but data was not analyzed

38% of students reading in grade level lexile band

**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**

Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students)

- Assessments for Lexile ranges for all students

There was an increase in intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students)

- Assessments for Lexile ranges were administered for all students

\$110,218  
LCFF  
Certificated Personnel  
Statutory Benefits  
Books  
Online Resources

\$139,781  
LCFF  
Certificated Personnel  
Statutory Benefits  
Books  
Online Resources

## Action 2

### Planned Actions/Services

Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)

### Actual Actions/Services

Riverside Preparatory provided rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)

### Budgeted Expenditures

\$24,000  
LCFF  
Books  
Instructional Materials

### Estimated Actual Expenditures

\$16,933  
LCFF  
Instructional Materials

## 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.

All students were lexile tested quarterly through out the school year. Students that did not meet grade level lexile targets were placed in pull out intervention reading classes.

Riverside Preparatory is utilizing California State Standard aligned curriculum ELD grades TK to 12th grade.

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

Students made an 6% growth in reading proficiency. There continues to be a majority of students in the intervention program that are reading multiple years below grade levels and will continue to need more intervention opportunities.

The students are not meeting the CAASPP targets- intervention and professional development for teachers in reading instruction will continue to be a priority in all grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a slight difference in budgeted resources and estimated actual expenditures due to changes in salaries and changes from English Language Learner instructional materials.

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

There were no significant changes made to this LCAP Goal.

# Goal 2

Riverside Preparatory School will provide resources that promote social/emotional growth and parent/community partnerships.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

CA Healthy Kids Survey (CHKS)  
Baseline: CHKS – 90% of parents agree with “positive” learning environment  
2017-18: Maintain 90%

Parent Participation Survey  
Baseline: 2017-18 (first year baseline data)  
2017-18: 80% participation

**Actual**

CA Healthy Kids Survey has not been made available .

Parent Survey not applicable results in 2017-18



**Expected**

Suspension Rate  
 Baseline: Suspension: 5.6%  
 2017-18: Maintain: 5.6%

Expulsion Rate  
 Baseline: Expulsion: 0%  
 2017-18: Expulsion: 0%

Chronic Absenteeism Rate  
 Baseline: Chronic Absenteeism: 11%  
 2017-18: Maintain: 11%

Facility Inspection Tool (FIT)  
 Baseline: FIT: 100% Good Repair  
 2017-18: FIT: 100% Good Repair

Attendance Rate  
 Baseline: Projected ADA for Riverside Preparatory

**Actual**

Suspension Rates: All students increased to 7%

Expulsion Rates: All students 0%

Chronic Absenteeism rates decreased to 9.5 %

Facility Inspection Tool (FIT) 100% in Good Repair

Projected ADA for Riverside Preparatory- 22

**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**

Ensure access to counseling through support of student services department.  
Access to parent programs to address social- emotional stress factors

**Actual Actions/Services**

All students had access to counseling through support of student services department (specifically school psychologist).  
Access to parent programs to address social- emotional stress factors

**Budgeted Expenditures**

\$143,607  
LCFF  
Certificated Personnel

**Estimated Actual Expenditures**

\$ 143,607  
LCFF  
Certificated Personnel

**Action 2**

**Planned Actions/Services**

Provide programs for parents in primary language to help students in both academic and social needs.

**Actual Actions/Services**

Parents and families were provided programs for parents in primary language to help students in both academic and social needs

**Budgeted Expenditures**

\$1,500  
LCFF  
Instructional Materials

**Estimated Actual Expenditures**

\$2,755  
LCFF  
Instructional Materials

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

Students that are in need of social/emotion support are referred to student services and supported by the school psychologist. Family/community workshops were offered in anti-bullying and positive parenting strategies.

Families and community members participated in the Latino Family Project and English classes supported by the ELD coordinator and EL teacher.

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

Participation in counseling for students were effective and had high participation. As a result of higher suspension rates and chronic absenteeism rates, action items have been changed and added for the 2018-2019 LCAP year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were slight differences based on salaries in Action Items 1 and 2. Action Item 3 was not implemented in 2017-2018, and therefore will be changed for the 2018-2019 LCAP year.

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

The family academic events did not place during the 2017-2018 school year. All stakeholders decided that a change should be made to this goal and there is evidence in the 2018-2019 Goal 2 LCAP.



# Goal 3

Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in math and English Language Arts.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Implementation of State Standards: Professional Learning: CA State Standards  
Baseline: Teachers trained in CA State Standards: 100%  
2017-18: Teachers trained in CA State Standards: 100%

Highly Qualified & Certified Teachers (EL)  
Baseline: 100%  
2017-18: 100%

**Actual**

100% of teachers were trained in CA State Standards

All teachers teaching EL students were highly qualified

# 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                                     |
|--|--|---|---|
| <p>All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)</p> <p>All teachers will participate in professional development specific to ELD instruction</p> | <p>All teachers and administrators have participated in ongoing, rigorous professional development in both CCSS (Math and English Language Arts)- through an outside vendor specializing in CCSS. There was an addition of administrative coaching.</p> <p>All teachers participated in professional development specific to ELD instruction</p> | <p>\$142,000<br/>LCFF<br/>Contracted Professional Development<br/>Certificated Personnel<br/>Statutory Benefits</p> | <p>\$102,780<br/>LCFF<br/>Contracted Professional Development</p> |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

All teachers will have access to coaching and new teacher support training.

All teachers have access to coaching and new teacher support training. This support comes from CTI and support from the Executive Director of Administration.

\$75,000  
LCFF  
Contracted Professional  
Development

\$186,405  
Certificated Personnel  
Statutory Benefits

## 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.

All teachers participated in 6 full day California State Standards training. Teachers (in grade level) teams worked with experts in ELA and math content. The teachers worked on perfecting their scope and sequences, benchmarks and collaborated on instructional strategies. All teachers looked at data to inform instruction and created year long projections for students not meeting grade level standards.

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

The goal was met effectively with all teachers and administrators participating in training. The level of implementation of the instructional strategies to the students is a result of the 6 days of training in ELA and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in budgeted expenditures to estimated actual expenditures was the result of additional administrative coaching.

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

There were no changes made to this goal. Evaluation of the rubrics were used to guide professional development and make instructional changes for all student populations.



# Goal 4

To insure college and career readiness, all students will have access to a broad course of study, increased Advances Placement passage rates, increase concurrent (dual enrollment) and four year post secondary plans.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 7

**Local Priorities:**

# Annual Measurable Outcomes

## Expected

Increase AP passage rates

## Actual

Passage rates (3 or better - 22%)

# 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**

Increase credit recovery options for all high school students.

There was an increase in students who utilized the online platform to make up credit deficiencies

\$5,000  
LCFF  
Online Resources

\$4885  
LCFF  
Online Resources

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Provide Advance Placement training for all teachers that teach AP classes

All AP teachers participated in AP training for the 2017-2018 school year

\$3,000  
LCFF  
Professional Development

\$0  
LCFF  
Profesional Development

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Provide a online platform for all high school and middle school students to research, study for college entrance exams, and apply for colleges.

All students utilized an online platform for all high school and middle school students to research, study for college entrance exams, and apply for colleges.

\$14,000  
LCFF  
Online Resources

\$6,692  
LCFF  
Online Resources

## Action 4

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Provide concurrent (dual enrollment) classes for high school students

Students (11th and 12th grade) were provided with multiple opportunities to take dual enrollment classes (on high school campus) with high staff support.

\$88,000  
LCFF  
Contracted Services  
Professional Development  
Technology

\$126,308  
LCFF  
Contracted Services  
Professional Development  
Technology  
Textbooks

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

All students in the 9th grade worked with teachers and counseling staff to create a 4 year plan and modify the plan after the 1st semester. All 12th grade students had access to concurrent enrollment through Victor Valley Community College and Brandman University.

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

All action items were completed in Goal 4 and additional programs were included to promote college and career readiness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a decrease in expenditures due to the contract between Victor Valley College and Riverside Preparatory School.

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

There were no significant changes to this goal.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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?

In embarking on the creation of this plan, Riverside Preparatory aimed to seek substantive and thoughtful input for all stages of plan development. Community Superintendent (parents and families of Riverside Preparatory School), English Language Learner Advisory Committee (parents and families whom primary language is not English) and District Superintendent Committee (certificated - teachers and counselors) and Management Retreats (Certificated and Classified Management- District and Site) Riverside Preparatory does not have an active Union)

## Impact on LCAP and Annual Update

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

The district has provided many opportunities for all stakeholders to provide input and ask questions regarding the progress of LCAP and associated goals. After looking at district-wide data, all stakeholders agreed that more intervention is needed and that teachers and administrators also agreed that California State Standards professional development would be more relevant if presented in the same fashion Kindergarten through 12 grade. After reviewing the data and analyzing the progress of the goals; all stakeholders agreed that resources should be allocated to move towards achieving and revising LCAP goals.

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# 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

Riverside Preparatory School will increase the number of 3rd and 6th grade students reading at grade level proficiency through the implementation of rigorous state standards and provide appropriate interventions as needed.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 4, 8

**Local Priorities:**

**Identified Need:**

Need: All students need to have grade level reading proficiency to understand and access grade level curriculum and secure college and career readiness.

**Expected Annual Measureable Outcomes**

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
|--------------------|----------|---------|---------|---------|

|                 |  |   |   |   |
|-----------------|--|---|---|---|
| CAASPP (ELA)    | CAASPP ELA: All students<br>36.6 points below level 3        | Increase 11 points toward<br>Standard Met (level 3)             | Increase 11 points toward<br>Standard Met (level 3) | Increase 11 points toward<br>Standard Met (level 3) |
| CAASPP (ELA)    | CAASPP EL students: 57<br>points below level 3               | Increase 7 points toward<br>Standard Met (level 3)              | Increase 7 points toward<br>Standard Met (level 3)  | Increase 7 points toward<br>Standard Met (level 3)  |
| CAASPP          | CAASPP: Low Income<br>45.3 points below level 3              | Increase 7 points toward<br>Standard Met (level 3)              | Increase 7 points toward<br>Standard Met (level 3)  | Increase 7 points toward<br>Standard Met (level 3)  |
| CAASPP (ELA)    | Reclassified students<br>36.58% met or exceeded<br>standards | Increase 5% met or<br>exceeded standards                        | Increase 5% met or<br>exceeded standards            | Increase 5% met or<br>exceeded standards            |
| Benchmark (ELA) | No Baseline Data<br>Available                                | Benchmarks were not<br>analyzed in the 2017-2018<br>school year | 10% increase ELA<br>proficiency                     | 10% increase ELA<br>proficiency                     |
| Lexile          | 28% of students reading<br>with lexile grade band            | 10% increase lexile   | 10% increase lexile                                 | 10% increase lexile                                 |

## 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**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Limited to Unduplicated Student Groups

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students)

Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students)

Increase intervention and extended learning opportunities for at risk and underperforming students by providing pull out reading instruction (for students who are reading below grade level and EL students)



• Assessments for Lexile ranges for all students

• Assessments for Lexile ranges for all students

• Assessments for Lexile ranges for all students

## Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$110,218   | \$190,610   | \$190,610   |
| Source           | LCFF  | LCFF  | LCFF  |
| Budget Reference | Books<br>Professional Development<br>Certificated Personnel<br>Statutory Benefits | Books<br>Online Resources<br>Professional Development<br>Certificated Personnel<br>Statutory Benefits | Books<br>Online Resources<br>Professional Development<br>Certificated Personnel<br>Statutory Benefits |

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

Limited to Unduplicated Student Groups

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)

Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)

Provide rigorous supplement California State standards aligned ELD curriculum for EL students (specifically meet the needs of all levels of EL students)

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$24,000

\$10,745

\$10,745

**Source**

LCFF

LCFF

LCFF

**Year**

**2017-18**

**2018-19**

**2019-20**

**Budget  
Reference**

Books  
Instructional Materials

Books  
Certificated Personnel  
Statutory Benefits

Books  
Certificated Personnel  
Statutory Benefits

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

Unchanged

# Goal 2

Riverside Preparatory School will provide resources that promote social/emotional growth and parent/community partnerships.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 3, 5, 6

**Local Priorities:**

### Identified Need:

- Increased need for emotional and social support for students.
- Support for students and families that are Low Income %- Low Income-Free and Reduced Meal Application
- Lower suspension rates school suspension data (9%)
- Maintain low expulsion rates (0% expulsion rate)
- Maintain safe, clean learning environment for all teachers and staff.

### Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
|--------------------|----------|---------|---------|---------|

|                                |  |   |  |  |
|--------------------------------|--|---|--|--|
| CA Healthy Kids Survey (CHKS)  | CHKS – 90% of parents agree with “positive” learning environment<br>Maintain 90% | Maintain 90%  | Maintain 90%   | Maintain 90%   |
| Parent Participation Survey    | 2017-18 (first year baseline data)   | 80% participation   | 80% participation  | 80% participation  |
| Suspension Rate                | Suspension: 13%  | Suspension: 13%   | Decrease 8% to = 5% or less                                | Decrease 2% to = 3% or less                                |
| Expulsion Rate                 | Expulsion  | Expulsion   | Expulsion  | Expulsion  |
| Chronic Absenteeism Rate       | Chronic Absenteeism Rate 7.8%  | Decrease 2%   | Maintain 2%  | Maintain: 5 %  |
| Facility Inspection Tool (FIT) | FIT: 100% Good Repair  | FIT: 100% Good Repair   | FIT: 100% Good Repair                                      | FIT: 100% Good Repair                                      |
| Attendance Rate                | Projected ADA for Riverside Preparatory School                                   | Projected ADA for Riverside Preparatory School- Projected ADA for Riverside Preparatory School- 95% | Projected ADA for Riverside Preparatory School- 2215 - 95% | Projected ADA for Riverside Preparatory School- 2215 - 95% |

# 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**

**Location(s)**



**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**




## Actions/Services

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

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

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




**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

support of clinical counselor. Access to parent programs to address social-emotional factors.  
Access to parent programs to address social-emotional factors.

support of clinical counselor. Access to parent programs to address social-emotional factors.  
Access to parent programs to address social-emotional factors.

support of clinical counselor. Access to parent programs to address social-emotional factors.  
Access to parent programs to address social-emotional factors.

## Budgeted Expenditures

| Year             | 2017-18                                      | 2018-19   | 2019-20   |
|------------------|--|---|---|
| Amount           | \$143,607                                    | \$241,394   | \$241,394   |
| Source           | AB60   | LCFF  | LCFF  |
| Budget Reference | Certificated Personnel<br>Statutory Benefits | Books<br>Professional Development<br>Certificated Personnel<br>Statutory Benefits | Books<br>Professional Development<br>Certificated Personnel<br>Statutory Benefits |

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

Schoolwide

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide programs for parents in primary language to help students in both academic and social needs.

Provide programs for parents in primary language to help students in both academic and social needs.

Provide programs for parents in primary language to help students in both academic and social needs.

**Budgeted Expenditures**

| <b>Year</b>   | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> |
|---------------|----------------|----------------|----------------|
| <b>Amount</b> | \$1,500        | \$7,240        | \$7,240        |
| <b>Source</b> | LCFF           | LCFF           | LCFF           |



| Year             | 2017-18 | 2018-19                                      | 2019-20                                      |
|------------------|---------|--|--|
| Budget Reference | Books   | Certificated Personnel<br>Statutory Benefits | Certificated Personnel<br>Statutory Benefits |

### Action #3

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

| Students to be Served | Location(s) |
|-----------------------|-------------|
|                       |             |

**OR**

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

| Students to be Served | Scope of Services: | Location(s) |
|-----------------------|--------------------|-------------|
| N/A                   | N/A                | N/A         |

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged   | New   | Unchanged   |
| <b>2017-18 Actions/Services</b>                     | <b>2018-19 Actions/Services</b>                     | <b>2019-20 Actions/Services</b>                     |
|   |   |   |

Provide academic family engagement events.

Provide academic opportunities for students in the community.

Provide academic opportunities for students in the community.

### Budgeted Expenditures

| Year             | 2017-18             | 2018-19                   | 2019-20                   |
|------------------|---------------------|---------------------------|---------------------------|
| Amount           | \$10,000            | \$700                     | \$700                     |
| Source           | LCFF                | LCFF                      | LCFF                      |
| Budget Reference | Contracted Services | Transportation Entry Fees | Transportation Entry Fees |

### Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

New

New

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

No action Item in 2017-2018 school year

Provide transportation for students to improve daily attendance.

Provide transportation for students to improve daily attendance.

### Budgeted Expenditures

| Year                    | 2017-18                     | 2018-19                                      | 2019-20                                      |
|-------------------------|-----------------------------|--|--|
| <b>Amount</b>           | No action Item in 2017-2018 | \$205,920                                    | \$205,920                                    |
| <b>Source</b>           | No action Item in 2017-2018 | LCFF   | LCFF   |
| <b>Budget Reference</b> | No action Item in 2017-2018 | Certificated Personnel<br>Statutory Benefits | Certificated Personnel<br>Statutory Benefits |

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

Unchanged

# Goal 3

Common Core State Standards and researched based instructional methodologies will be implemented with rigor by highly qualified teachers to increase the proficiency levels of students in math and English Language Arts.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2

**Local Priorities:**

### Identified Need:

All teachers need intensive ongoing training instructional strategies to best teach California State Standards.

### Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
|--------------------|----------|---------|---------|---------|

|  |  |  |  |  |
|--|--|--|--|--|
| Implementation of State Standards: Professional Learning: CA State Standards | Teachers trained in CA State Standards: 100% | Teachers trained in CA State Standards: 100% | Teachers trained in CA State Standards: 100% | Teachers trained in CA State Standards: 100% |
| Highly Qualified & Certified Teachers (EL)                                   | 95%  | 100%   | 100%   | 100%   |

## 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**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Low Income

Schoolwide

All Schools

## Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)  
All teachers will participate in professional development specific to ELD instruction

All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)  
All teachers will participate in professional development specific to ELD instruction

All teachers and administrators will have ongoing, rigorous professional development in both CCSS (Math and English Language Arts)  
All teachers will participate in professional development specific to ELD instruction

## Budgeted Expenditures

| Year   | 2017-18   | 2018-19   | 2019-20   |
|--------|-----------|-----------|-----------|
| Amount | \$142,000 | \$142,000 | \$142,000 |
| Source | LCFF      | LCFF      | LCFF      |

| Year             | 2017-18                  | 2018-19                  | 2019-20                  |
|------------------|--------------------------|--------------------------|--------------------------|
| Budget Reference | Professional Development | Professional Development | Professional Development |

## Action #2

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

| Students to be Served | Location(s) |
|-----------------------|-------------|
| All Students          | All Schools |

**OR**

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

| Students to be Served | Scope of Services: | Location(s) |
|-----------------------|--------------------|-------------|
| N/A                   | N/A                | N/A         |

## Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged   | Modified  | Unchanged   |
| 2017-18 Actions/Services                            | 2018-19 Actions/Services                            | 2019-20 Actions/Services                            |

All teachers will have access to coaching and new teacher support training.

All teachers will have access to coaching and new teacher support training.

All teachers will have access to coaching and new teacher support training.

### Budgeted Expenditures

| Year             | 2017-18  | 2018-19                                      | 2019-20                                      |
|------------------|----------|--|--|
| Amount           | \$75,000 | \$245,204                                    | \$245,204                                    |
| Source           | LCFF     | LCFF   | LCFF   |
| Budget Reference | 5810     | Certificated Personnel<br>Statutory Benefits | Certificated Personnel<br>Statutory Benefits |



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

Unchanged

# Goal 4

To insure college and career readiness, all students will have access to a broad course of study, increased Advances Placement passage rates, increase concurrent (dual enrollment) and four year post secondary plans

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 7

**Local Priorities:**

### Identified Need:

Increase Advanced Placement rates, increase access to concurrent and dual enrollment, increase students who are on A-G track, maintain low high school/middle school drop out rates, and increase credit recovery opportunities.

### Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline                   | 2017-18     | 2018-19     | 2019-20     |
|--------------------|----------------------------|-------------|-------------|-------------|
| AP Passage Rates   | 19% passage ( 3 or better) | Increase 5% | Increase 5% | Increase 5% |

| <b>Metrics/Indicators</b>                | <b>Baseline</b>  | <b>2017-18</b>   | <b>2018-19</b>   | <b>2019-20</b>   |
|--|--|--|--|--|
| Dual/Concurrent Enrollment Participation | 1 dual enrollment class offered to all 12th grade students                                       | 3 dual enrollment classes offered to all 12th grade students                                     | 3 dual enrollment classes offered to all 12th grade students                                     | 3 dual enrollment classes offered to all 12th grade students                                     |
| 4 year high school plan                  | 100% of 9th graders complete a 4 year high school plan   | 100% of 9th graders complete a 4 year high school plan   | 100% of 9th graders complete a 4 year high school plan   | 100% of 9th graders complete a 4 year high school plan   |
| Credit Recovery Participation            | 100% of students that require credit recovery participate in on campus or online credit recovery | 100% of students that require credit recovery participate in on campus or online credit recovery | 100% of students that require credit recovery participate in on campus or online credit recovery | 100% of students that require credit recovery participate in on campus or online credit recovery |
| A-G Entrance Eligible                    | 45% 12th grade students A-G Eligible   | 50%45% 12th grade students A-G Eligible  | 52% 12th grade students A-G Eligible   | 54%12th grade students A-G Eligible  |

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Provide professional development, curriculum and training for all AP teachers

**2018-19 Actions/Services**

Provide dual enrollment, curriculum and training for all AP teachers

**2019-20 Actions/Services**

Provide dual enrollment, curriculum and training for all AP teachers

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

|                         |         |   |   |
|-------------------------|---------|---|---|
| <b>Amount</b>           | \$7,500 | \$65,857  | \$65,857  |
| <b>Source</b>           | LCFF    | LCFF  | LCFF  |
| <b>Budget Reference</b> | 5210    | Professional Development<br>Books<br>Instructional Materials<br>Internet<br>Dual Enrollment Classes | Professional Development<br>Books<br>Instructional Materials<br>Internet<br>Dual Enrollment Classes |

## Action #2

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

New

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

New

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

Unchanged

**2017-18 Actions/Services**

New Action Item in 2018-2019

**2018-19 Actions/Services**

Provide college/career resources and guidance

**2019-20 Actions/Services**

Provide college/career resources and guidance

**Budgeted Expenditures**

| Year                    | 2017-18                   | 2018-19  | 2019-20  |
|-------------------------|---------------------------|--|--|
| <b>Amount</b>           | New Action Item 2018-2109 | \$96,280   | \$96,280   |
| <b>Source</b>           | New Action Item 2018-2109 | LCFF   | LCFF   |
| <b>Budget Reference</b> | New Action Item 2018-2109 | Online Resources<br>Professional Development<br>Classified Personnel<br>Statutory Benefits | Online Resources<br>Professional Development<br>Classified Personnel<br>Statutory Benefits |

**Action #3**

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

**Students to be Served**

**Location(s)**

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New Action Item for 2018-2019

Provide credit recovery opportunities for all students

Provide credit recovery opportunities for all students

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

New Action Item for 2018-2019

\$107,774

\$107,774

| Year                    | 2017-18                       | 2018-19  | 2019-20  |
|-------------------------|-------------------------------|--|--|
| <b>Source</b>           | New Action Item for 2018-2019 | LCFF   | LCFF   |
| <b>Budget Reference</b> | New Action Item for 2018-2019 | Online Resources<br>Certificated Personnel<br>Statutory Benefits | Online Resources<br>Certificated Personnel<br>Statutory Benefits |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$885,715

Percentage to Increase or Improve Services

31.05%

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.

Riverside Preparatory is expected to receive \$885,715 in Supplemental and Concentration Grant Funding in the 2017-2018 school year. In 2-17-2018, Riverside Preparatory plans to continue services provided to low income and the EL populations. Riverside Preparatory educates a population of 80% low income students. Due to the high population of unduplicated students, many programs are offered to all students that are appropriate. These programs include reading intervention programs (instructional materials specifically targeted for the EL population, staffing, and professional development. A review of district needs and metrics, along with input from key stakeholders helped the district determine the services and most effective use of Supplemental Grant funds.

## LCAP Year: 2018-19



Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$4,019,495

21.47%

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.

Riverside Preparatory is expected to receive approximately \$4,019,495 in Supplement and Concentration Grant Funding in the 2018-2019 school year. In 2018-2019, the district plans to continue services provided to low income and the EL population. Oro Grande School District educates 71% population rate of low-income students. Due to the high population of this unduplicated population, programs offered are appropriate for the total LEA's student population. Oro Grande School District provides an increased 8-hour day program to provide time for intervention programs for unduplicated students. These programs include intervention programs (instructional materials specifically targeted for the EL population (reading intervention materials), staffing and professional development for increased services for EL students and low-income populations. An increase of Instructional Support Teachers and targeted professional development will support the instructional staff in both English Language Arts and Math. An additional counselor, school resource officer, and transportation have been added to address areas of needs identified in the LCFF Dashboard. These new positions will assist with programs developed to combat high suspension and chronic absenteeism rates. A review of district needs and metrics, along with input from key stakeholders, helped the district determine the services – and the most effective use of Supplemental/Concentration Grant funds.