



# Local Control Accountability Plan

[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.

# and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
Redwood Preparatory Charter	Krista Croteau Director	director@redwoodprep.org (707) 768-1928

## 2017-20 Plan Summary

### The Story

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

Redwood Preparatory Charter School is a community of learners that exists to inspire each student to academic excellence using research-based best practices and innovative means to build a passion for learning, a solid foundation of knowledge, and a strong sense of social responsibility. We are a public charter school operated by the non-profit organization Dream It. Be It. Incorporated. Our school is located in Fortuna, a rural community in the Eel River Valley of Humboldt County. The 2018-2019 school year marks our eighth year of operation serving 221 students from transitional kindergarten through eighth grade. Our student demographics are as follows: 74% White, 18% Hispanic, 2% American Indian, and 6% Other. 26% of our students are identified as Socio-economically Disadvantaged, 11% receive Special Education services, 6.8% are designated as GATE. We have one child designated as an English Learners and none designated as Foster Youth. High school related priorities such as advanced placement courses, high school graduation and dropout rates, or college preparedness do not apply to this school. As a Charter School, we are not required to adhere to the Williams Act or required to adopt state mandated curriculum. At Redwood Preparatory Charter, we operate without a bargaining unit for either certificated or classified employees.

Our school embraces five core values: Academic Excellence, Sense of Community, Social Responsibility, Collaborative Leadership, and Educating the Whole Child. Redwood Preparatory Charter School is committed to offering a quality, rigorous and meaningful educational program that sets students on the path to college, and empowers students to become productive, healthy, ethical citizens in a changing society. Through a curriculum based on core academic standards and research based best practices, we will empower students to become self-motivated, lifelong learners. Utilizing assessments and data to guide our instruction, we will ensure that all students reach their highest levels of academic achievement.

Through participation in classroom, school, local and global communities, Redwood Preparatory Charter will nurture respect for diversity and civic responsibility. We will establish a vigorous learning community that reflects and supports our common, core values. Children develop social responsibility and feel a greater sense of belonging in an environment which promotes close, long term relationships between classmates and teachers. In an atmosphere of collaboration and family involvement, which embraces considerate and clear communication, we believe that children flourish and grow to be healthy, competent, engaged members of our society.

Students thrive when offered opportunities to expand experiences through enrichment. We will foster a culture of exploration through programs and choices that promote individual and collaborative inquiry. We aim to educate the whole child by integrating drama, music, art, technology, and athletics into the curriculum. These experiences teach students to problem solve, work creatively and develop perseverance. By integrating our five core values, Redwood Preparatory Charter School is committed to educating students that are equipped with the essential skills, knowledge, and passion for learning that are critical for success in the 21st Century.

According to the California School Dashboard, we have much to celebrate and growth still to be made. One area of note is the red indicator for Student Suspensions. This is an error on the part of CALPADS and does not accurately reflect our suspension rate.

## LCAP Highlights

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

Redwood Prep is in our eighth year of operation. This LCAP reflects Redwood Prep's commitment to more fully realize the mission, vision and core values we developed in our charter petition. We strive to create a safe and collaborative campus (goal 1), improve academic achievement (goal 2) and maintain a positive school climate (goal 3).

Our priorities include:

- \*Continued school safety and facilities improvement.
- \*Increased achievement in math for all students and especially students identified as socioeconomically disadvantaged (SED).
- \*Continue development/ planning and implementation of PBIS/MTSS.
- \*Provide social emotional learning (SEL) for all students.
- \*Begin a systematic coaching plan for our teachers.
- \*Training and use of restorative practices across all staff members.
- \*Decreased suspension rates.
- \*Increasing student empowerment.

## 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

This year our school demonstrated growth in English Language Arts (ELA) and Mathematics as indicated on the California School Dashboard.

Students in all subgroups maintained or improved ELA scores and there was overall growth in mathematics.

Campus safety was improved through increased supervision on the playground, staff professional development, camera installation and improved parking lot procedures at drop-off and pick-up.

Our K-5 teachers adopted 2nd Step social-emotional curriculum to systematically deliver instruction.

We gained valuable information from the California Healthy Kids Surveys to help us improve the quality of services to students, families and 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**

Based on the LCFF Dashboard and local measures such as NWEA we identified our greatest needs as:

Improving achievement in math for our unduplicated students, specifically those identified as socio-economically disadvantaged (SED.)

As a staff, we've implemented many changes in order to meet the needs of SED students. We understand that a positive relationship with at least one adult on campus has great impact on student success. With this perspective, our staff is investing time and energy to make deeper connections with students. Additionally, we're doing more goal setting and conferencing with students to increase accountability. The teaching staff has spent the last two years collaborating to analyze our math program and practices to increase the quality of instruction for students. Finally, we've instituted a new format for delivering intervention to students who need extra support as well as offering extension activities for students ready for greater challenge.

Reduction of student suspensions across all student groups. The school dashboard indicator is red across all student groups.

2015-2016 data incorrectly reported "0" suspensions for the year, it appears as though our suspension rate increased by 7.1% While this is not accurate, there was an increase in suspensions from 2015-16 to 2016-17. In the 2017-18 school year, the Director, staff and parent council has begun analyzing our student discipline matrix to develop options for discipline that are meaningful, appropriate and provide opportunity for student learning from mistakes. We've also adopted social-emotional curriculum, participated in training to implement restorative practices, are developing Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), and are actively partnering with parents to address student discipline issues.

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

Based on the California School Dashboard, there is a discrepancy between our overall math scores and those of students identified as socio- economically disadvantaged (SED).  
See "Greatest Needs" section for details.

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

We plan to continue providing intervention in language arts and math, providing technology for use on homework and class assignments, provide more snack and meal options, provide tier 1 & 2 social emotional learning opportunities, track student data with goal-setting and provide greater opportunities to develop skills related to STEAM.

## Budget Summary

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

### DESCRIPTION

Total General Fund Budget Expenditures For LCAP Year

### AMOUNT

\$1,475,002

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$2,010,358.00

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.

General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP include:

General Materials and Supplies , Admin Professional Development, Co-Op Contract - All district pay the County Office of Education for support with Title 1 reporting. It allows for Humboldt county to report as a unified unit. HERC Contract - The County Office of Education library membership. It includes class resources, professional development and discounted supplies. HCOE Network Contract - Every district pays into the Network contract for financial programs and Special Education Software. Audit - As required by law, every school must have their attendance, financials and processes audited. Legal Fees. Oversight Fee- The fee we pay to the FESD for oversight and sports facilities use. HCOE Excess Costs

### DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

### AMOUNT

\$1,805,987

# 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

Provide safe and productive learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 1.1 School Facilities Inspection</p> <p>Risk Management Assessments</p> <p>Family Survey</p> <p><b>17-18</b> 1.1 Maintain clean, healthy and safe school facilities</p> <p><b>Baseline</b> 1.1 New school facility</p>	<p>1.1 Met - According to the Charter Safe School Inspection Tool, our facilities are clean, healthy and safe.</p>
<p><b>Metric/Indicator</b> 1.2 Local Assessment of school safety data for staff training and emergency drills.</p> <p><b>17-18</b> 1.2 Maintain 100% completion rate of mandated training by staff</p> <p><b>Baseline</b> 1. 2 100% of school staff have completed mandated safety training.</p>	<p>1.2 Met - A 100% completion rate of mandated trainings was maintained by the staff.</p>



## Expected

### Metric/Indicator

1.3 Student Suspension Rate  
Student Behavior Incidents

### 17-18

1.3 Maintain the low student suspension rate

### Baseline

1.3 As of April 1, 2017 16 students have been suspended in or out of school,

## Actual

### 1.3 Not Met

According to the LCFF Dashboard we had a significant increase in our suspension rate during the 2016-2017 school year. This is partially due at an error in CALPADS that reported 0 suspensions in 2015-2016 school year when actually 4.5% of students were suspended. We did show a 2.6% increase in suspensions in the 2016-2017 school year up to 7.1%.

## 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
1.1 Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students. As well as facilities ongoing costs, utilities and other day to day expenses pertaining to facilities, operations and maintenance.	1.1 Met - We have a 40 year USDA loan and we remain current on all payments. Operational expenses include: <ul style="list-style-type: none"> <li>Liability Insurance</li> <li>Gas and Electricity Service</li> <li>Water Service</li> <li>Linen and Paper Products</li> <li>Garabage and Recycling Service</li> <li>Copier leases</li> <li>Alarm Security System</li> <li>Fencing Rental</li> <li>Contract for CGT floors to be cleaned and buffed monthly,</li> </ul>	5000-5999: Services And Other Operating Expenditures LCFF \$240,752	Expenses including the City of Fortuna Mandated sidewalk installation and second basketball court installation were budgeted for 2016-17 but we completed in 2017-18, those expenses equaled \$55,833. 5000-5999: Services And Other Operating Expenditures LCFF \$257,218
		4000-4999: Books And Supplies LCFF \$31,116	Expenses included supplies for back field prep, power washer, lawn mower, supplies for building maintenance and repairs, and shelves in staff room/classrooms. 4000-4999: Books And Supplies LCFF \$5,487
			We continue to lease the back field from Jack MacDonald to serve as extra field space. We

	<p>per manufacture requirements.</p> <ul style="list-style-type: none"> <li>• Work on the back field we currently lease, in order to get it ready for student play.</li> <li>• Purchased a connex box for additional storage</li> <li>• Phone System</li> <li>• Internet System</li> <li>• Operational expenses like stamps, office supplies, custodial supplies, etc.</li> <li>• Purchased a power washer for school</li> <li>• Purchased a riding lawn mower for school</li> <li>• Lease of Jack MacDonald's land for field Space</li> </ul>		<p>have put a great deal of work and effort into getting it ready for students. DIBI also purchased some custodial supplies, tubes for student lunches and other facilities repair costs. 0000: Unrestricted Locally Defined \$4,547</p>
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Staff will participate in mandatory school safety trainings. Staff and students will participate in regular and ongoing safety and emergency preparedness drills and courses. Safety tools, materials, training will be purchased as needed to ensure optimal school safety.	1.2 Met - 100% of staff completed all mandatory safety trainings. Students and staff participate in monthly safety drills to prepare for fire, earthquake, and lock down emergencies. Supplies in classroom safety backpacks were replaced and updates as needed. In addition, we are contracting monthly with a local company to safely spray our campus for pests.	<p>Safety Materials 4000-4999: Books And Supplies LCFF \$3,000</p> <p>Training 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p>	<p>1.2 Supplies were purchase on an as needed basis. 4000-4999: Books And Supplies LCFF \$1,131</p> <p>Contracting with Charter Safe with our liability insurance allows us to have free access to many of the mandatory training online. Staff will continue to become certified and re-certified in Crisis Prevention Training at the</p>



Humboldt County Office of Education. 5000-5999: Services And Other Operating Expenditures LCFF \$797

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Analyze school safety systems and update, as needed, to provide safe school environment for all students.	1.3 Met - Our safety committee analyzed school safety systems and updated campus security.	4000-4999: Books And Supplies LCFF \$1,000	Safety has been a high priority for the staff, parents and board members this year. We have completed over \$10,500 of safety improvements. In early 2017-18 the board approved adding increased signage, fencing, and funding to help with the drop off traffic flow. 4000-4999: Books And Supplies LCFF \$10,512

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Provide funding for substitute teacher salaries at levels to remain competitive with other local schools.	1.4 Met - Effective 7/1/18 - Substitute salaries were increased to \$125/day and \$150/day for long-term substitute teachers.	All substitute costs are included in 2.7 1000-1999: Certificated Personnel Salaries LCFF \$0	No funding to report. Substitute salary schedule was changed to remain competitive. 1000-1999: Certificated Personnel Salaries LCFF \$0

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Purchase upgrades and maintenance of the student information system to provide demographic, academic, and program information about students to school staff .	1.5 Met - Our Student Information System, School Pathways, is maintained and upgraded.	5000-5999: Services And Other Operating Expenditures LCFF \$4,300	We have paid out all invoices to date. 4000-4999: Books And Supplies LCFF \$3,798

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Implement Prop 39 project lighting project with the help of RCEA consultants.	1.6 Met - Prop 39 lighting project has been completed. The lights in the multi-purpose room have been upgraded to LED. The solar portion of our project will be completed this summer and funds will be expended in 2018-2019.	See RS - MG 0037 - Prop 39 funds 5800: Professional/Consulting Services And Operating Expenditures Other \$140,856	Expenses include consulting with RCEA for project management fees and the cost of the lighting upgrades. 5800: Professional/Consulting Services And Operating Expenditures Other \$16,368

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Maintain custodial services.	1.7 Met - Custodial service have been maintained.	2000-2999: Classified Personnel Salaries LCFF \$9,156	Custodial Services have been maintained. When absences occurred substitutes were hired on a contracted basis. 2000-2999: Classified Personnel Salaries LCFF \$8420
			Substitute costs in order to continue services. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$440

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Continue contracting with FESD to provide nurse services, all required health screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements.	1.8 Met - The school contracts with FESD for nursing services. We maintain accurate student health records and maintain 100% compliance with all immunization requirements.	See Other Inter-Lea Contracts 5000-5999: Services And Other Operating Expenditures LCFF \$4,000	Services have been provided. 5800: Professional/Consulting Services And Operating Expenditures \$4,000

# 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.

Redwood Preparatory Charter implemented all the actions 1.1 to 1.8.

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

## Outcomes

### 1.1

We have done significant work to improve the safety and cleanliness of our buildings and school grounds. Our board of directors and school facilities committee each hold regular meetings to address the needs of our students, staff and families with regard to maintaining our facilities.

A few of the things we've accomplished include:

- Planting the back field with grass
- Adding a camera system
- Installing a crosswalk in the parking lot
- Hiring personnel to supervise drop-off zones in the morning
- Covering drains in the kitchen with plates
- Adding grates to the air vents outside of the main building
- Updating visitor sign-in procedures
- Adding safety signage
- Purchase of a backstop and goal posts for the field

Installation of a fence and gates at the front of the school

- Hired a maintenance contractor to keep exterior school grounds clean and safe for students.

Mid-year, we experienced a leak in one of our outside, modular restrooms. As a result, we had to have an air quality assessment and mold assessment completed. This assessment lead to the discovery of mold in low levels that required work from New Life Services to

remediate the damages and a follow-up inspection to ensure the restrooms are safe for student use. Through this process, we discovered that we needed an AHERA plan. So we contracted to put one in place. Overall, all actions and services were implemented.

We have completed the first phase of the Prop 39 grant and our lighting has been upgraded. In the summer of 2018, work will begin on phase 2, to install a solar system.

## 1.2

Students and staff participate in monthly safety drills to prepare for fire, earthquake, and lock down emergencies. Supplies in classroom safety backpacks were replaced and updates as needed. In addition, we are contracting monthly with a local company to safely spray our campus for pests.

## 1.3

To address a rise in the suspension rate, RPC has

- Purchased 2nd Step Curriculum in grades K-5
- Joined the PBIS/MTSS consortium at HCOE to begin planning for schoolwide implementation (Action 2.17).
- Attended professional development to implement Restorative Practices
- Implemented a middle school lunchtime detention program to increase student accountability.
- Begun work to update our school behavior matrix in order to clarify the discipline process for parents, students and staff. All actions were implemented. Based on stakeholder feedback, the actions and services have significantly improved the safety of our campus which leads to a productive environment for student learning. Our Board, Staff and Parents are committed to ongoing improvement in this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action 1.1, additional expenses include the City of Fortuna Mandated sidewalk installation and second basketball court installation that were budgeted for 2016-17 but we completed in 2017-18, those expenses equaled \$55,833.

In action 1.2, we contracted with Charter Safe, our liability provider, for free access to many of the mandatory training online. Materials are purchased on an as needed basis. In 2018-19 we will need to allocate funding towards the biennial training not available through the free online portal.

In action 1.3 we budgeted \$1,000, we have incurred more than \$10,500 as of March 1st. We are still expecting another \$10,000-\$15,000 in expenses by the end of the 2017-18 school year. Most of these expenses are one time expenditures that serve a great benefit to all students. Safety has been a high priority for the staff, parents and board members this year. Our safety committee analyzed school safety systems, reported to stakeholders, and updated campus security by:

- Adding a camera system
- Installing a crosswalk and in the parking lot
- Hiring personnel to supervise drop-off zones in the morning.
- Covering drains in the kitchen with plates
- Adding grates to the air vents outside of the main building
- Updating visitor sign-in procedures
- Adding safety signage
- Hired a maintenance contractor to keep exterior school grounds clean and safe for students.
- We repaired the restrooms and checked air quality and purchased an AHERA plan.

In action 1.6, we have continue to contract with Redwood Coast Energy Authority (RCEA) on our projects. We recently completed the lighting portion of the project and we are awaiting billing. The large solar portion will be completed in Summer of 2018, the bid has been awarded and the project is in the permit phase. Revenue and expenses for the solar portion will be moved from the 2017-18 budget to the 2018-19 budget.

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.

Upon review of this document, our stakeholders identified the need to:

- Eliminate outcome 1.3, to maintain a low suspension rate because it is duplicated in outcome 2.7 for Goal 2.
- Remove Action 1.4 because it has been completed.
- Amend Action 1.6 because we completed the lighting portion and will move the solar portion to 2018-19.
- Remove Action 1.7 and include it in Action 1.1
- Create a new actions to address landscape and continued improvements to our facilities.

# 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 2

Improve Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

2.1 Performance on the CAASPP assessments

**17-18**

2.1 The percentage of students scoring in the met or exceeded range on the CAASPP will increase by 2%

### Baseline

2.1 Performance on the CAASPP assessments

### Metric/Indicator

2.2 CAASPP & NWEA

**17-18**

2.2 35% of 4th and 5th grade students will score met or exceeds standards in mathematics.

Actual

2.1 Not Met

Met - The change in students achieving the met or exceeded category in mathematics increased for all students by 4%.

Not Met - The change in students achieving the met or exceeded category in ELA increased for all students by 1% .

2.2 Met

NWEA - Our second trimester assessments indicate that 61% of 4th grade students and 63% of 5th grade students are at or above grade level in mathematics.

CAASPP 35% of 4th and 5th grade students scored met or proficient in



## Expected

**Baseline**  
2.2 CAASPP & NWEA

**Metric/Indicator**  
2.3 CAASPP & NWEA

**17-18**  
2.3 The percentage of students identified as (SED) who meet or exceed the standards in ELA and Math will increase by 2%

**Baseline**  
2.3 CAASPP & NWEA

**Metric/Indicator**  
2.4 CAASPP & NWEA

**17-18**  
2.4 Students with IEP goals in Math will improve their average distance from Level Three by 10 points.

Students with IEP goals in ELA will improve their average distance from Level Three by 10 points.

**Baseline**  
2.4 CAASPP & NWEA

**Metric/Indicator**  
.2.5 Staff Meeting, Parent Council and Board Meeting notes/minutes

Family Survey results

**17-18**  
2.5 Maintain innovative and engaging 21st Century Instructional programs for all students

**Baseline**  
.2.5 Staff Meeting, Parent Council and Board Meeting notes/minutes

Family Survey results

## Actual

mathematics, which is up 8% from the previous year.

2.3 Not Met.

Not Met- The change in students achieving the met or exceeded category in mathematics increased for all students by 4% and decreased by 4% for SED students.

Met - The change in students achieving the met or exceeded category in ELA increased for all students by 1% and increased by 3% for SED students.

Not Met -

Goal not met: On average, students with IEP goals in math did not meet the expected level of growth. Of the 10 students with IEP goals in math, one of them increased significantly, one increased, one maintained, one declined, and six students declined significantly. The average change in distance from Level Three declined by 59 points

Goal met: On average, students with IEP goals in ELA moved closer to Level Three by 22 points.

2.5 Met - 84% of our families participated in the Family Survey. Based on the results of the survey, when asked the following questions:

This school promotes academic success for all students.  
98% agreed

This school provides high quality instruction to my child.  
98% agreed

Expected	Actual
<b>Metric/Indicator</b> 2.6 CAASPP Staff Meeting, Parent Council and Board Meeting notes/minutes Family Survey results Staff Development records  <b>17-18</b> 2.6 The learning needs of our students will be addressed through appropriate and differentiated instruction. <b>Baseline</b> 2.6 CAASPP Staff Meeting, Parent Council and Board Meeting notes/minutes Family Survey results Staff Development records	2.6Met  84% of our families participated in the Family Survey. Based on the results of the survey, when asked the following questions:  This school promotes academic success for all students. 98% agreed  This school provides high quality instruction to my child. 98% agreed  This school has quality programs for my child's talents, gifts, or special needs. 75% agreed 6% Disagreed 16% N/A
<b>Metric/Indicator</b> 2.7 LCFF Dashboard  <b>17-18</b> 2.7 Maintain low suspension rates <b>Baseline</b> 2.7 LCFF Dashboard	2.7 Not Met According to the LCFF Dashboard we had a significant increase in our suspension rate during the 2016-2017 school year. This is partially due at an error in CALPADS that reported 0 suspensions in 2015-2016 school year when actually 4.5% of students were suspended. We did show a 2.6% increase in suspensions in the 2016-2017 school year up to 7.1%.

## 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

2.1 Purchase additional materials for project based learning and STEAM programs.

2.1 Met - Supplies are purchased on as as needed basis. Teachers still need to turn in reimbursements for purchased materials. Our school offered 2 STEAM Maker Nights for families to learn about the design process with their children.

RS 1100 4000-4999: Books And Supplies Lottery \$10,000

Teachers purchase items on an as needed basis. 4000-4999: Books And Supplies Lottery \$6,817

RS 6300 4000-4999: Books And Supplies Lottery \$6,817

Teachers purchase items on an as needed basis. 4000-4999: Books And Supplies Lottery \$2,386

## Action 2

### Planned Actions/Services

2.2 Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies

### Actual Actions/Services

2.2 Met - Subscriptions were renewed as planned. Some of these include: MobyMax, MMARS, SOI Systems, DIBELS, Dreambox and NWEA.

### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$7,612

### Estimated Actual Expenditures

All monitoring systems subscriptions were renewed as planned. 5000-5999: Services And Other Operating Expenditures LCFF \$7,928

## Action 3

### Planned Actions/Services

2.3 Purchase research-based enrichment materials and curriculum's that are aligned with CA Common Core Standards.

### Actual Actions/Services

2.3 Met - Curriculum is purchased as as needed basis. All students have access to materials. We are still waiting on some teacher reimbursement requests. 2.2

Curriculum include

- Grade level appropriate books
- Paper to print the state adopted digital curriculum
- Scholastic weekly subscriptions

### Budgeted Expenditures

RS 1100 4000-4999: Books And Supplies Lottery \$6,859

RS 6300 4000-4999: Books And Supplies Lottery \$5,718

RS 4035 4000-4999: Books And Supplies Title II \$4,713

### Estimated Actual Expenditures

Curriculum is purchased on as as needed basis. All students have access to materials. 4000-4999: Books And Supplies Lottery \$6,906

Curriculum is purchased on as as needed basis. All students have access to materials. LCFF funds were used, instead of restricted lottery funds. 4000-4999: Books And Supplies LCFF \$1,193

Curriculum is purchased on as as needed basis. All students have access to materials. Title 2 funds are included in action 2.6. 4000-

- Learning A-Z Subscription
- Pearson Math curriculum for 2nd-5th grades
- WEVIDEO - ELA 7th & 8th grade curriculum

4999: Books And Supplies Supplemental and Concentration \$

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students, Maintain current funding for intervention, intervention staff time and intervention services. We are currently creating a new Math intervention program to help improve the achievement of all students, but specifically low income and EL students after reviewing our assessment data. We will maintain ELA intervention at current levels.	2.4 Met - Services were provided as planned. We added additional staff supports to provide a more effective Response to Intervention (Rtl) program. Materials were purchased on an as needed basis, but most of the costs are included in increased staff time totaling \$11,936 (as of March 1), action 2.19. Materials included supplies for our elective that run during the RTI time period.	Intervention Salary 2000-2999: Classified Personnel Salaries Title I \$12,941  See 4110, RS 0001 Intervention Materials 4000-4999: Books And Supplies Supplemental and Concentration \$14,500  See 4310 Supplies 4000-4999: Books And Supplies LCFF \$500	Maintained reading interventionist. 2000-2999: Classified Personnel Salaries Title I \$13,872  Materials were purchased on an as needed basis, instead of materials we increased staff time totaling \$11,936.68, expenses are included action 2.19 4000-4999: Books And Supplies Supplemental and Concentration \$415  Materials were purchased on an as needed basis, but most of the costs are included in increased staff time, action 2.19. 4000-4999: Books And Supplies LCFF \$100

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.5 Provide training and professional development opportunities for new staff to learn school applied methodologies and professional goals to meet student needs.

2.5 Met Staff received trainings related to:

- PLTW
- Daily CAFE/Daily 5
- Love & Logic Trainings
- Dreambox
- MobyMax

RS 4126 5000-5999: Services And Other Operating Expenditures Title VI \$1,648

RS 1100 5000-5999: Services And Other Operating Expenditures Lottery \$10,598

Their was a decrease in Title IV funding from the projections, only lottery funds were used. 5000-5999: Services And Other Operating Expenditures Title II \$0

Expenses includes training and additional Love and Logic workbooks were purchased. 5000-5999: Services And Other Operating Expenditures Lottery \$3,101

5000-5999: Services And Other Operating Expenditures LCFF \$522

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Provide funding for continued teacher training in 21st Century instructional programs.	<p>2.6 Met - Services were provided as planned. Additionally, some teachers have training scheduled in early spring.</p> <p>Expenses include:</p> <ul style="list-style-type: none"> <li>• CELDT Training</li> <li>• Fountas &amp; Pinnell Guided Reading Training</li> <li>• Mindfulness Training</li> <li>• Restorative practices</li> <li>• 2 Sisters/Cafe</li> <li>• Dibles Conference</li> <li>• Music Conference</li> </ul>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$5,500</p>	<p>Professional development opportunities were provided to all certificated staff. Expenses were charged to Title II funds resource 4035, in order to spend carryover, we used those to free up general fund dollars for safety enhancements. See action 1.3. 5000-5999: Services And Other Operating Expenditures Title II \$4,005</p> <p>Professional development opportunities were provided to all certificated staff. Due to receiving an increase in lottery funds, we used those to free up general fund dollars for safety enhancements. See action 1.3. 5000-5999: Services And Other</p>

Operating Expenditures Lottery  
\$4,062

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with English Learners and low income pupils.	2.7 Met - We have been successful in recruiting a small, but good substitute base to roam when needed for coaching, observations and assessments. Due to unexpected family illness, we had to hire a long term sub for 30 days. Bringing our sub costs up higher than projected. The staff member was not paid during leave so there was a savings to action 2.19. We are still expecting a few more expenses by the end of the school year.	RS 0001 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000	We have been successful in recruiting a small, but good substitute base to roam when needed for coaching, observations and assessments. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,375
		1000-1999: Certificated Personnel Salaries LCFF \$5,000	Due to unexpected family illness, we had to hire a long term sub for 30 days. Bringing our sub costs up higher than projected. The staff member was not paid during leave so there was a savings to action 2.19. 1000-1999: Certificated Personnel Salaries LCFF \$11,512

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.8 Maintain and upgrade internet systems and repair technology, as needed, to provide adequate services for all classrooms.	2.8 Met - We continue to contract with Ferndale Tech for IT support and repairs. Services are provided on an as need basis. Out IT technician also serves on our technology committee and participate in helping to plan for replacements.	5800: Professional/Consulting Services And Operating Expenditures LCFF \$16,000	Supplies and repairs were made as needed. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$16,612
		See Equipment 4000-4999: Books And Supplies LCFF \$3,000	4000-4999: Books And Supplies LCFF \$2,315

## Action 9

Planned

Actual

Budgeted

Estimated Actual



### Actions/Services

2.9 Continue to update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.

### Actions/Services

2.9 Met - Upgrades are made on an as needed basis. The technology committee is meeting to assess the inventory and plan for replacement of devices systematically. Our entire middle school fleet will need to be replaced in the coming years, those devices will continue to replace the items in our checkout fleet.

### Expenditures

RS 0001 4000-4999: Books And Supplies Supplemental and Concentration \$6,090

### Expenditures

Replacements have been made through out the year on an as needed basis. 4000-4999: Books And Supplies Supplemental and Concentration \$3,025

## Action 10

### Planned Actions/Services

2.10 Provide funding for repair and replacement of technology tools as needed to implement school programs.

### Actual Actions/Services

2.10 Met - Purchases made on an as needed basis. Expenses include:

- Replaced two middle school computers
- Replaced iPads in Kindergarten and 1st grade
- Purchased an iPad for the Speech Program
- Purchased an iPad & Kindle Fire for the Special Education Program
- Purchased headphones for classrooms as needed to -

provide extra support to students.

### Budgeted Expenditures

See Equipment 4000-4999: Books And Supplies LCFF \$3,000

See Computers - One Time Expenditure 4000-4999: Books And Supplies Lottery \$10,000

### Estimated Actual Expenditures

All expenses were purchased using lottery funds. Due to receiving an increase in lottery funds, we used those to free up general fund dollars for safety enhancements. See action 1.3. 4000-4999: Books And Supplies LCFF \$3,781

iPads and other instructional technology items have been replaced. The technology committee is meeting to assess the inventory and plan for replacement of devices in a systematic way. 4000-4999: Books And Supplies Lottery \$2,031

- Replacement part for our 3D printer
- Purchased 6 more Chromebooks

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.11 Continue funding para professional staff positions for students to achieve mastery of grade level standards during afterschool tutoring and homework help sessions as needed for low income, EL, and RFEP students.	2.11 Met - Implemented a new program using a certificated teacher with a stipend vs. high school students, two of the three stipends have been paid.  We continued our Grandparents in Action reading program to support students who struggle with reading during the afterschool program.	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,963	Implemented a new program using a certificated teacher with a stipend. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,293

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.12 Provide Speech services to our students through a licensed contracted Speech Pathologist and support aide.	2.12 Met - Services were provided as planned.	5800: Professional/Consulting Services And Operating Expenditures Special Education \$16,500  OBJ 2103 2000-2999: Classified Personnel Salaries Special Education \$5,984	Services have been provided as planned. 5800: Professional/Consulting Services And Operating Expenditures Special Education \$18,100  Services have been provided as planned. 2000-2999: Classified Personnel Salaries Special Education \$4,763
			Contract with Presence Learning for services in the month of May as a pilot for 2018-19. 5800: Professional/Consulting Services

And Operating Expenditures  
Special Education \$3,090

### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13 Provide Special education services to students through a (0.8 FTE) highly qualified teacher credentialed through the State of CA.	2.13 Met - Services were provided as planned.	See 6300 RS 1000-1999: Certificated Personnel Salaries Special Education \$55,190	Services were provided as planned. 1000-1999: Certificated Personnel Salaries Special Education \$47,159

### Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.14 Purchase a Social-Emotional/Behavior Curriculum to be implemented by our special projects teacher (.2 FTE) Research shows that providing support with appropriate behaviors lead to better academic results. The curriculum is a one time purchase.	2.14 Met - We purchased 2nd Step Curriculum for students in grades K-5. This curriculum is implemented by classroom teachers. In addition we added contracted services through HCOE for Behavior Specialist.	4000-4999: Books And Supplies LCFF \$4,288	One time purchase of Second Step curriculum was purchased and is being implemented in the classrooms. 4000-4999: Books And Supplies LCFF \$3,299
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,243	Services were provided as planned. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,645
			Services were provided as planned. In addition we added contracted services through HCOE for a Behavior Specialist. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,154

### Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.15 Provide Psych services to our students through a licensed contracted Psychologist through the County office of Education.

2.15 Met - We contracted through the county office of education for a School Psychologist. Services were provided as planned, we expect billing to take place in June. In addition we added contracted services through HCOE for Occupational services.

See Other Inter LEA Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$26,775

Services were provided as planned. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$7,247

In addition we added contracted services through HCOE for Occupational services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$7,017

## Action 16

### Planned Actions/Services

2.16 Students will continue to participate in field trips and projects within the community to support our academic progress, support growth of the whole child and the mission/vision of Redwood Prep Charter.

Provide opportunities for Redwood Prep students to participate in a variety of countywide events and to share learning activities and outcomes with students from other local schools

### Actual Actions/Services

2.16 Met- Our students participated in the County

- Spelling Bee
- Science Fair
- Mathcounts Competition
- History Day
- Won the Decade of Difference Salsa Competition.

Additionally students were able to experience educational field trips to Mt. Lassen, Pamplin Grove, The Eureka Symphony, Humboldt State Center Arts and many more locations.

### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Title VI \$2,900

### Estimated Actual Expenditures

Expenses include participation fees for the Spelling Bee, Science Fair, the Mathcounts competition, experience educational field trips. 5000-5999: Services And Other Operating Expenditures Title IV \$4,206

## Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.17 Implement PBIS at Redwood Prep.	2.17 Met - We are contracting through HCOE to work with their specialists as we develop our school wide PBIS/MTSS system. This has been our first planning year. We've received professional development and worked with the expert psychologists to administer and analyze a school assessment survey to the staff. The first transfer has been completed, the final transfer will take place in June	RS 1100 4000-4999: Books And Supplies Lottery \$3,000	Services were provided as planned. 4000-4999: Books And Supplies Lottery \$3,000

## Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.18 Purchase additional school furnishings as needed to provide an engaging and appropriate learning environment.	2.18 Met - Furniture is purchased on an as needed basis. Expenses include: <ul style="list-style-type: none"> <li>• Purchased two cafeteria tables</li> <li>• Purchased Bookcases,</li> <li>• Purchased Chairs</li> <li>• Purchased File Cabinets &amp; Storage Solution systems.</li> </ul>	See Furniture 4000-4999: Books And Supplies LCFF \$7,000	Furniture is purchased on an as needed basis. 4000-4999: Books And Supplies LCFF \$3,872

## Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>2.19 Maintain personnel to efficiently educate and meet the needs of all 220 students at Redwood Prep.</p>	<p>2.19 Met - We have maintained personnel to efficiently educate and meet the needs of all 220 students at Redwood Prep in addition to adding services. We added additional staff supports to provide more effective Response to Intervention (RtI). Materials were purchased on an as needed basis, but most of the costs are included in increased staff time totaling \$11,936 (as of March 1), using the funds we had planned to use for a large curriculum purchase, action 2.4.</p> <p>Services added this year:</p> <ul style="list-style-type: none"> <li>• SCIA aide was hired</li> <li>• Additional support for playground monitoring - Safety</li> <li>• Additional support for morning monitoring duty to enhance parking lot and student safety</li> <li>• Additional third grade classroom support was provided to assist with reoccurring behavior issues</li> </ul>	<p>1000-1999: Certificated Personnel Salaries LCFF \$563,412</p> <p>2000-2999: Classified Personnel Salaries LCFF \$306,995</p> <p>See RS 1400 - EPA Funds 1000-1999: Certificated Personnel Salaries LCFF \$263,403</p> <p>2000-2999: Classified Personnel Salaries Title I \$5,779</p> <p>2000-2999: Classified Personnel Salaries Special Education \$9,592</p>	<p>We have maintained personnel to efficiently educate and meet the needs of all students. At the January budget revise, we were given more funds for our LCFF Resource 0000, in turn those funds were deducted from resource 1400. The positions were changed accordingly. 1000-1999: Certificated Personnel Salaries LCFF \$510,356</p> <p>We have maintained personnel to efficiently educate and meet the needs of all students. 2000-2999: Classified Personnel Salaries LCFF \$289,126</p> <p>We have maintained personnel to efficiently educate and meet the needs of all students. At the January budget revise, we were given more funds for our LCFF Resource 0000, in turn those funds were deducted from resource 1400. The positions were changed accordingly. 1000-1999: Certificated Personnel Salaries LCFF \$219,863</p> <p>We have maintained personnel to efficiently educate and meet the needs of all students. 2000-2999: Classified Personnel Salaries Title I \$4,408</p> <p>We have maintained personnel to efficiently educate and meet the needs of all students. Resource 3310 &amp; 6500 2000-2999: Classified Personnel Salaries Special Education \$9484</p>
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			We added additional staff supports to provide a more effective Response to Intervention program. Materials were purchased on an as needed basis, but most of the costs are included in increased staff time totaling \$11,936, we used the funds we had originally planned to purchase curriculum with, action 2.4. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,396
			Workers Compensation Premium RS 0999 OBJ 9542 Not Applicable Not Applicable \$13,454

## Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.20 Explore creative ways to provide free snacks and/or alternative lunch options for students such as growing our own food and/or working with local organizations to offer another day of school lunch to students. We will specifically look to provide free or reduced price snacks and/or lunch options for students identified as SED.	2.20 Met - Burrito Tuesday has been a success. We have been able to provide a locally sourced, healthy lunch, one day a week at a low cost to all families, a reduced price of qualifying families and free to qualifying families. At the end of each trimester before the next cycle begins, we send out letters to families to hopefully encourage participation. The burrito program has brought in \$4,706.33. The expenses are \$4,654.83. Provide alternative lunch when students come without. Provide filtered water.	4000-4999: Books And Supplies LCFF \$2,000	Expenses include water services and lunch program supplies. 4000-4999: Books And Supplies LCFF \$368  Dream It, Be It, our non profit has been managing the program. Expenses include lunch program supplies and cost for food to provide program 0000: Unrestricted Other \$1,798

# 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.

We effectively delivered all of the actions outlined in 2.1 to 2.20, in an effort to improve student achievement. We have worked hard as a staff to improve the quality of instruction, particularly with math and math intervention. This year, we dedicated time during early release days to examine and improve our school-wide math program. Teachers collaborated to share best practices and to coach each other based on their areas of expertise. We've also changed the format of our Response to Intervention (RtI) to allow teachers to deliver the intervention services while the majority of their class are at PE in grades 2-8. Additionally, our middle school math teacher now provides the support and instruction in the 6th-8th grade after school tutoring program (Action 2.4, 2.6,2.7, 2.11, 2.19) Redwood Prep is lucky to have such a motivated staff that is committed to continuous professional improvement. This year, our secretary, after school coordinator, aides, teachers, business director and administrator have participated in trainings online, during early release days, at the Humboldt County Office of Education, in addition to traveling to conferences. Some of the trainings pursued by our staff include effective emergency response to an active shooter, early literacy training, integrating history and social studies across the curriculum, Special Education Symposia, PBIS?MTSS Conference, Chief Business Officer Certification, MobyMax & Dreambox math and Boost After School Conference just to name a few.

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

Outcomes 2.1 - 2.4

Overall, there was student improvement in both ELA and Math. Math has been a schoolwide focus this year. The change in students achieving the met or exceeded category in mathematics increased for all students by 4%. We also saw gains in ELA but not to the degree we had hoped.The change in students achieving the met or exceeded category in ELA increased for all students by 1%.

We specifically targeted improvement for our 4th and 5th grade students. We successfully achieved this as measured by both the NWEA and CAASPP results. NWEA - Our second trimester assessments indicate that 61% of 4th grade students and 63% of 5th grade students are at or above grade level in mathematics.CAASPP 35% of 4th and 5th grade students scored met or proficient in mathematics, which is up 8% from the previous year.

We're targeting two sub-groups: 1) students identified as socio-economically disadvantaged (SED) and 2) students who receive individualized academic support.

1)The percentage of SED students who met or exceeded the standards in ELA increased by 3% but decreased by 4% in math.

2)The results for our students with IEPs was measured in distance from level 3.

In math, the average change in distance from level 3 declined by an average of 59 points. This is significant but not entirely unexpected. We're hopeful that the changes we made to our programs and intervention, will indicate significant positive growth on the 2017-2018 CAASPP assessment.

In ELA our students with IEPs improved the distance from level 3 by an average of 22 points.

#### Outcomes 2.5 & 2.6

This year we administered new family surveys through the California Healthy Kids Survey. We want to ensure that we're using current practices to prepare our students for life as a 21st century adult and that we're differentiating our instruction to meet the needs of all learners. Based on stakeholder feedback in the survey, the majority of our families indicated their agreement that we are effectively implementing strategies and programs to support the learning of all of our students.

#### Outcome 2.7

An area indicated on the lcff dashboard that is in need of improvement across the board is our suspension rate. This is a somewhat misleading because a zero percent suspension rate was recorded for the 2015-2016 school year. This gives the impression that we had an 8.5% increase suspensions in 2016-2017. Our actual increase in suspensions was 4%. While not as high as the dashboard indicates; it is a priority to significantly lower this rate.

To address a rise in the suspension rate, RPC has

- Purchased 2nd Step Curriculum in grades K-5
- Joined the PBIS/MTSS consortium at HCOE to begin planning for schoolwide implementation (Action 2.17).
- Attended professional development to implement Restorative Practices
- Implemented a middle school lunchtime detention program to increase student accountability.
- Begun work to update our school behavior matrix in order to clarify the discipline process for parents, students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action 2.3, curriculum is purchased on an as needed basis. All students have access to materials. We are still waiting on some teacher reimbursement requests.

In action 2.4, services were provided as planned. We added additional staff supports to provide a more effective Response to Intervention program. Materials were purchased on an as needed basis, but most of the costs are included in increased aide time to allow for more one on one with a credentialed teacher, the additional expense of \$11,396 is included in action 2.19.

In action 2.5, most of the expenses are included in staff time, action 2.19. Additional workbooks were purchased.

In action 2.6, we are on track for providing opportunities for our staff to attend professional development training. We expect a few more expenses to come by the end of the year. Due to receiving an increase in lottery funds, we used those to free up general fund dollars for safety enhancements. See action 1.3.

In action 2.7, we have been successful in recruiting a small, but good substitute base to roam when needed for coaching, observations and assessments. Due to unexpected family illness, we had to hire a long term sub for 30 days. Bringing our sub costs up higher than projected. The staff member was not paid during leave so there was a savings to action 2.19. We are still expecting a few more expenses by the end of the school year.

In action 2.15, services were provided as planned. In addition we added contracted services through HCOE for Occupational services and a Behavior Specialist.

In action 2.18, furniture is purchased on an as needed basis.

In action 2.19, we have maintained personnel to efficiently educate and meet the needs of all students. At the January budget revise, we were given more funds for our LCFF Resource 0000, in turn those funds were deducted from resource 1400. The positions were changed accordingly.

Services added this year:

- SCIA aide was hired
- Additional support for playground monitoring - Safety
- Additional support for morning monitoring duty to enhance parking lot and student safety
- Additional third grade classroom support was provided to assist with reoccurring behavior issues

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.

Based on stakeholder feedback we're going to add an outcome/metric to measure distance from level 3 in ELA and Math. Add an action to provide counseling services.

We will add an action pursuing the option to hire classified or certificated personnel to deliver one on one and small group instruction in math.

We will add an action to pursue social studies curriculum adoption.

Based on stakeholder feedback we will merge actions 2.5 & 2.6 as they both relate to professional development.

Actions 2.12 will be modified to include online speech services.

Based on stakeholder feedback we will add an action to hire classified personnel to run an afterschool program designed primarily on work completion for our unduplicated students.

# 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 3

Improve regular student attendance, parent involvement, and continued school engagement

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><b>Metric/Indicator</b> 3.1 School Pathways attendance reports  CALPADS  <b>17-18</b> 3.1 Maintain attendance rates at or above 95%.  <b>Baseline</b> 3.1 Current attendance rate is 98%</div>	<div>3.1 Met - We have maintained our attendance at 99% according to Pathways SIS/CALPADS.</div>
<div><b>Metric/Indicator</b> 3.2Family Survey  <b>17-18</b> 3.2 Maintain 80% or higher participation rate in the annual Family Survey  <b>Baseline</b> 3.2 81% of families responded in 2016-2017</div>	<div>3.2 Met - This year 84% of families participated in the California Healthy Kids Survey</div>



## Expected

### **Metric/Indicator**

3.3 Family Survey

**17-18**

3.3 Increase family responses indicating they understand and feel informed about Common Core State Standards to 85%

### **Baseline**

3.3 79% of respondents felt they understood and were informed regarding CCSS.

### **Metric/Indicator**

3.4 Attendance Logs at Back to School, Parent Conferences, State of the Pack meetings, Board meetings, Parent Council meetings,

Volunteer Hour Logs

Family Survey

**17-18**

3.4 Increased parent participation in school activities, events and committees

### **Baseline**

3.4 This year we will begin using sign-in sheets and taking attendance at Board Meetings and take attendance counts at other school functions

### **Metric/Indicator**

3.5 Meeting notes from

Parent Council

Staff Meetings

Leadership Meetings

Board Meetings

**17-18**

3.5 Updated and revised school handbooks as needed.

### **Baseline**

3.5 Current School Handbooks

## Actual

3.3 Not Met - This year we elected to utilize the California Healthy Kids Survey, which did not specifically address the Common Core Standards.

3.4 Met - We continue to have high levels of participation by parents at school events, on committees, and at conferences.

84% of parents participated in the CHKS

95% reported attending class or school events

83% reported serving as a volunteer

97% reported attending a general school meeting

53% reported attendance at a parent-teacher organization meeting

60% report that they are part of a committee

97% report attending a parent-teacher conference.

3.5 Met - This year our Parent Council began revision of the Student/Parent Handbook. We added pictures and captions to increase the visual appeal and added items to improve communication regarding school policies and procedures.

## Expected

### Metric/Indicator

3.6 Family Survey  
Student Survey

### 17-18

3.6 Maintain/improve school climate so students feel safe, included, and empowered.

### Baseline

3.6 No Baseline Data, will collect in 2017-18.

## Actual

3.6 Met

Based on the CHKS Parent Survey:

95% of parents agree RPC is a safe place for their child.

94% agree the school provides opportunities for meaningful student participation.

98% agree the school provides opportunities for classroom participation.

94% agree the school treats all students with respect.

82% agree the school promotes respect for all cultural beliefs and practices (17% said they don't know or N/A)

65% agree that harassment or bullying is not a problem or if so, a small one.

\*\*We have student data for grades 3-5 but are still waiting for results from 6-8. I will add the student results before we finalize the LCAP in June.

## 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
3.1 Engage in opportunities to support our parent community by offering parent training on the State Standards pertaining specifically for support of low income students.	3.1 Met - Family Math Night on April 12th for grades 3-8. This will be a great opportunity to support our parent community by offering parent training on the State Standards in Math. The school will be serving dinner, in hopes of increasing participation. Many of the supplies being made by staff will be used for years to come.	Mostly staff time, may need some materials 4000-4999: Books And Supplies Lottery \$200	Supplies for math night and dinner for families. 4000-4999: Books And Supplies Lottery \$850
	Babysitting has been provided to allow parents to attend	See 5210 Training 5000-5999: Services And Other Operating Expenditures LCFF \$1,000	Stipends for staff attending math night. 5000-5999: Services And Other Operating Expenditures LCFF \$1,000

school events, trainings and the following meetings:

- Parent Council
- State of the Pack
- Board Meetings
- Parent Workshops

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Continue to update Student, Athletic, and Parent Handbooks to include additional information as deemed necessary according to new family survey and Parent Council recommendations.	3.2 Met - Parent Council, Director and Athletic Director updates the Parent and Athletic Handbook.	Staff Time only 1000-1999: Certificated Personnel Salaries LCFF \$0	No expenses to report. Staff time only. 1000-1999: Certificated Personnel Salaries LCFF \$0

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses	3.3 Met - We administered the CHK Survey to parents, students and staff.  Back to School Night in September  Completed fall and spring parent conferences.	Mostly staff time, may need some materials 4000-4999: Books And Supplies Lottery \$200	We participated in the California Healthy Kids survey. 4000-4999: Books And Supplies Lottery \$0  Dream It, Be It covered expenses for supplies for the Back to School BBQ, Family Dance, Maker Nights, Sports Banquet, and the Soup Cook-off. 4000-4999: Books And Supplies Locally Defined \$1,155

## Action 4

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

3.4 Work specifically with chronically tardy children's families to provide support and information promoting the importance of regular school attendance.

3.3 Met - Letters have been sent to families with children who are chronically tardy. The Director meets with families who are struggling to get to school on time to offer school support and suggestions for improved on time arrivals.

Mostly staff time, may need some postage 4000-4999: Books And Supplies Lottery \$500

Letters were sent as needed. 4000-4999: Books And Supplies Lottery \$109

## Action 5

### Planned Actions/Services

3.5 We will cover a portion of each parents and volunteers fingerprinting fee in order to encourage parent engagement and participation.

### Actual Actions/Services

3.5 Met

### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$2,600

### Estimated Actual Expenditures

Services is being provided on an as needed basis. 5000-5999: Services And Other Operating Expenditures LCFF \$800

## Action 6

### Planned Actions/Services

3.6 School calendar, the school newsletter, and staff meeting minutes will demonstrate that Redwood Prep will offer a minimum of three sets of staff and parent education courses designed to increase family involvement and student success.

### Actual Actions/Services

3.6 Met

Back to School Night  
Long Ago Night  
Science Fair Night  
1st grade Zoo Night  
2nd grade maker night  
3-8 Math Night  
Revamping the Howler format to educate parents about how to support their child with school programs, educational practices, curriculum and core values

### Budgeted Expenditures

Staff time only, May need some materials, Funded by DIBI 4000-4999: Books And Supplies Locally Defined \$200

### Estimated Actual Expenditures

Staff time only. 4000-4999: Books And Supplies Locally Defined \$0

## Action 7

### Planned

### Actual

### Budgeted

### Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3.7 Develop and implement an orientation for all new families at RPC.	3.7 Met - We will provide orientation for new families each Spring after the enrollment lottery and as we fill vacancies throughout the year. Parent Council members within each grade level also reach out to new families to serve as a resource to answer questions and offer a welcome to our school.	Advertisement and Materials 4000-4999: Books And Supplies LCFF \$1,500	4000-4999: Books And Supplies LCFF \$

## 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 actions, 3.1 to 3.7 were implemented.

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

Outcome

3.1

We have an extremely high rate of attendance, although some of our students struggle to get to school on time. This year, we've begun communicating with the families of students who have a high number of tardies. We've sent out letters informing parents about the value for students of arriving on time to school each day. The Director began meeting with families to offer support from the school and to brainstorm how to improve attendance.

3.3

Because we switched to the CHK Survey this year, we were unable to gather the data from families about their understanding of the California Common Core State Standards (CCSS). Despite a lack of data, our staff has made a concerted effort to communicate with families about what is expected of their child across the curriculum and how they can support their children. This is an ongoing effort that we will continually work to improve.

### 3.2, 3.4

Our parents, students and staff overall, confirm that Redwood Prep has an engaged and active school community. Some of the things we've established this year to help us establish and maintain an inviting and supportive school climate include:

Provided babysitting so parents could attend school events, trainings and the following meetings:

- Parent Council
- State of the Pack
- Board Meetings
- Parent Workshops

Offered opportunities to support their children and families academically and emotionally, such as:

- Fall and Spring Conferences
- Family Math Night
- Love & Logic Training

Bringing in Guest Speakers like Baba Jamal and Jessica Pettit

Offering at least one family event a month, like:

- Long Ago Night
- Science Fair Night
- School Carnival
- Family Soup Cook Off - Winners were awarded prizes
- Family Maker Nights
- Back to School BBQ
- Family dance
- Holiday Performance
- Arts & Academics Awards Breakfast

### 3.5

The Parent Council has worked to update the Parent/Student Handbook. We want this document to be a valuable reference tool for families that provide meaningful information. We've added to the format and to the content. Traditionally, the handbooks have been part of the online registration process, and some families are unfamiliar with the policies and procedures outlined in the document. In the coming year, we want to provide hard copies to each of our RPC families.

### 3.6

Overall, the results of our Family Survey are quite positive. They genuinely reflect the areas that we're proud of and the areas where we see room for improvement. While our results indicate that our students feel safe, included and empowered, there is always room for improvement in these areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action 3.5, costs were lower than the budget due to services being used on an as needed basis. As we gear up for the end of the year trip, we expect to see a small uptick in the amount of individuals requesting the service.

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.

Based on stakeholder feedback, we plan to make the following changes with regard to goal 3. Change Goal 3 to: Maintain a healthy and positive school climate.

Outcomes and Actions will be written to address:

Parent involvement

Positive relationships between students, families and staff

Strong communication between all stakeholders

High Attendance Rates

Student Empowerment



# 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?

### Parent Council Meetings

In November, February, April and May, draft copies of the annual update and LCAP were brought forth for input.

- - Based on the LCFF Dashboard, we will add an action to address the suspension rate.

### Staff Meetings

The staff meets weekly and the focus is always on a topic aligned to the LCAP/Business of the school. Some of the specific items addressed in our staff meetings include:

- - Due to caseload, increasing the Special Education teacher to a 1.0 FTE and contracting with HCOE for a 0.2 FTE for Social/Emotional Support.
- - Continue with MobyMax Subscription - Whole School
- - Keep Dreambox for TK and K
- - Merge actions 2.5 & 2.6 as they both relate to professional development.
- - Based on the LCFF Dashboard, we will add an action to address the suspension rate.
- - Hire classified personnel to run an afterschool program designed primarily on work completion for our unduplicated students.

### \* DIBI Board Meetings—

Members: Jon Flyer, Jeremy Stanfield, Andrei Hedstrom, Pat Sorci, Rachael Henry, Jason Austrus, Carlton Floyd

In November, February, April and May, draft copies of the annual update and LCAP were brought forth for input.

\*\* Attended HCOE LCAP trainings for support with updating and aligning LCAP plan with State guidelines and requirements

\*\* Presented progress report/annual update on budget expenditures to Parent Council, Staff, and DIBI Board of Directors

- \*\* Presented Rough Draft LCAP plan for 2018-19 to Staff, Board, and Parent Council
- \*\* Used student achievement data and stakeholder feedback to analyze progress towards 2017/18 goals and plan for 2018/19 amendments to goals
- \*\* Worked with staff, Parent Council, Student Council, and DIBI Board of Directors during monthly meetings to monitor and review progress, update or edit goals for the next school year, and align budget expenditures with changing needs of the students and school community
- \*\* Progress was reviewed and discussed, additional considerations were listed for inclusion in the 2017-18 plan
- \*\* Student achievement levels and school climate must continue to be of the highest priority in determining funding for personnel, curriculum, materials and classroom instructional activities
- \*\* Rough Draft of 2018-19 LCAP was presented to stakeholders during February and May.

## Impact on LCAP and Annual Update

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

All of the input from these stakeholders has been implemented into the plan.

# 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

## Goal 1

Provide a safe and productive learning environment for all students.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Continue to pay off the loan to USDA that paid for our new facility. (Action 1.1)

We continue to develop our playground and play spaces. (Action 1.1)

Our Multi-Purpose room and office spaces are brand new but our modular classrooms and outdoor bathrooms are renovated. We want to ensure that we maintain our facilities in good condition.(Action 1.1)

Parent survey data show that there is concern for student safety and driver safety at pick-up and drop-off times. (1.1)

Employee and Student safety and wellness trainings, policies and procedures need to be reviewed on an ongoing basis. (Action 1.2, 1.3)

In order to comply with State mandates for attendance and student reporting, we must maintain our Student Information System and ensure that the employees accountable for these tasks are properly trained.(1.4)

Our Prop 39 Plan has been accepted by the state and we plan to begin implementation. (1.5)

Redwood Prep will remain compliant with immunizations and student health screening requirements.(1.6)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Charter Safe Facilities Inspection Checklist or Facilities Inspection Tool (FIT)	1.1 Annual Charter Safe Facilities Inspection Checklist or FIT indicates school conditions at level of Excellent	1.1 Maintain a School Facilities Inspection rating of good or better	1.1 Maintain a School Facilities Inspection rating of good or better	1.1 Maintain a School Facilities Inspection rating of good or better
1.2 Local Assessment of school safety data for staff training and emergency drills.	1. 2 100% of school staff have completed mandated safety training.	1.2 Maintain 100% completion rate of state mandated training by staff	1.2 Maintain 100% completion rate of state mandated training by staff	1.2 Maintain 100% completion rate of state mandated training by staff
1.3 Student Incident Reports	1.3 Collect student incident reports gathered during non- classroom time.	1.3 Track student incident data to determine how to support areas of need during recess, lunch and PE.	1.3 Maintain safety on the playground and reduce the number of reported incidents from the previous year.	Maintain safety on the playground and reduce the number of reported incidents from the previous year.

## 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

OR

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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

1.1 Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students. As well as facilities ongoing costs, utilities and other day to day expenses pertaining to facilities, operations and maintenance.

**2018-19 Actions/Services**

1.1 Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students. As well as facilities ongoing costs, utilities and other day to day expenses pertaining to facilities, operations and maintenance.

**2019-20 Actions/Services**

1.1 Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students. As well as facilities ongoing costs, utilities and other day to day expenses pertaining to facilities, operations and maintenance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$240,752	\$194,591	\$194,591
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$31,116	\$8,250	\$8,250
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$10,871	\$10,871
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries Custodian	2000-2999: Classified Personnel Salaries Custodian

## 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

OR

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)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

2017-18 Actions/Services

1.2 Staff will participate in mandatory school safety trainings. Staff and students will participate in regular and ongoing safety and emergency preparedness drills

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

Modified Action

2018-19 Actions/Services

1.2 Staff will participate in mandatory school safety trainings. Staff and students will participate in regular and ongoing safety and emergency preparedness drills

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

Modified Action

2019-20 Actions/Services

1.2 Staff will participate in mandatory school safety trainings. Staff and students will participate in regular and ongoing safety and emergency preparedness drills

and courses. Safety tools, materials, training will be purchased as needed to ensure optimal school safety.

and courses. Safety tools, materials, training will be purchased as needed to ensure optimal school safety.

and courses. Safety tools, materials, training will be purchased as needed to ensure optimal school safety.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Safety Materials	4000-4999: Books And Supplies Safety Materials	4000-4999: Books And Supplies Safety Materials
Amount	\$5,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Training	5000-5999: Services And Other Operating Expenditures Training	5000-5999: Services And Other Operating Expenditures Training

### 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 Schools

OR

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)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### 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



Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Analyze school safety systems and update, as needed, to provide a safe school environment for all students.	1.3 Analyze school safety systems and update, as needed, to provide a safe school environment for all students.	1.3 Analyze school safety systems and update, as needed, to provide a safe school environment for all students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

### 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 Schools

OR

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)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.5 Purchase upgrades and maintenance of the student information system to provide demographic, academic, and program information about students to school staff .

1.4 Maintain the student information system.

1.4 Maintain the student information system.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,300	\$4,700	\$4,700
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### 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 Schools

OR

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)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

New Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

1.6 Implement Prop 39 solar project with the help of RCEA consultants.

1.5 Implement Prop 39 solar project with the help of RCEA consultants.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,856	\$208,032	
Source	Other	Other	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures See RS - MG 0037 - Prop 39 funds	5000-5999: Services And Other Operating Expenditures See RS - MG 0037 - Prop 39 funds	

### 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 Schools

OR

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)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.7 Continue contracting with FESD to provide nurse services, all required health

2018-19 Actions/Services

1.6 Continue contracting with FESD to provide nurse services, all required health

2019-20 Actions/Services

1.6 Continue contracting with FESD to provide nurse services, all required health

screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements.

screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements.

screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$4,800	\$4,800
Source	LCFF	Special Education	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures See Other Inter-Lea Contracts	5000-5999: Services And Other Operating Expenditures See Other Inter-Lea Contracts RS 3310	5000-5999: Services And Other Operating Expenditures See Other Inter-Lea Contracts RS 3310

# 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

## Goal 2

Improve Student Achievement

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

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Our charter petition states that we are a 21st century learning environment that promotes hands-on project based educational opportunities. (Action 2.1, 2.5, 2.6, 2.8, 2.10, 2.16, 2.18, 2.19, 2.20)

Last year, 57% of Redwood Prep Students in grades 3 through 8 met or exceeded ELA standards on the CAASPP Assessments, and 46% of students met or exceeded Mathematics standards. Achievement levels exceeded the state and county averages. (Action 2.2, 2.3, 2.4, 2.12, 2.13, 2.16, 2.19, 2.20)

According to LCFF Dashboard, there continues to be an achievement gap for the 45 students identified as socio-economically disadvantaged (SED). CAASPP results show that 56% of SED students ( in this subgroup met or exceeded the standards in ELA ( down slightly from the school average), while 42% of students identified as SED met or exceeded standards in Mathematics. (Action 2.2, 2.3, 2.4, 2.7, 2.9, 2.11, 2.20)

As we analyzed and compared our CAASPP assessment data across grade levels, and determined that our 4th & 5th grade student results mirror the trend across the state of declining numbers of students who meet or exceed the standards in Math. Students in

these grade levels showed improvement from the 2015 to 2016 school years and we want to continue that trajectory of growth. (Action 2.3, 2.4)

One group of students (currently in the 6th grade) appear to be at risk as a group. In 2015 0% of this class scored proficient or exceeds on the CAASPP test in math. They showed some improvement, up to 21% at or above standard in 2016 . NWEA scores at end of the second trimester indicate that 59% are at grade level proficiency in math. We are unsure whether scores reflect actual ability, or the motivation and perseverance to be successful. (Action 2.3, 2.4, 2.11)

Increased incidents of behavior issues in class and on the playground indicate the need for a more systematic approach to communicating student behavior expectations. In 2015-2016 our student suspension rates were under reported. We know that our suspension rate will appear to have grown in 2016-2017. We will strive for maintenance or a reduction in 2017-2018 (Action 2.14, 2.15, 2.17)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 California School Dashboard  CAASPP Results	<p>2.1 Overall CAASPP results that merit a green rating in math and ELA on the CA School Dashboard.</p> <p>CAASPP Results ELA 58% of 3-8 grade students met or exceeded standards in 2017.</p> <p>Math - 50% of 3-8 grade students met or exceeded the standards in 2017.</p>	2.1 Maintain a green rating or better for all students in math and ELA.	2.1 Maintain a green rating or better for all students in math and ELA.	2.1 Maintain a green rating or better for all students in math and ELA.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.2 Local Assessments NWEA Winter - Grades 2-8 Writing/Language Use Reading Math	Average percentage of students who meet or exceed standards according to the NWEA Assessment. Writing/Language Use - 74% Reading - 78% Math - 69%	2.2 Maintain or improve the average percentage of students in grades 2-8 who meet or exceed the standards in Writing/Language Use Reading Math	2.2 Maintain or improve the average percentage of students in grades 2-8 who meet or exceed the standards in Writing/Language Use Reading Math	2.2 Maintain or improve the average percentage of students in grades 2-8 who meet or exceed the standards in Writing/Language Use Reading Math
2.3 California School Dashboard subgroup - SED	2.3 CAASPP Math Orange Indicator ELA Blue Indicator	2.3 Math The indicator for students identified as SED will improve from orange to yellow or above.  ELA The indicator for students identified in the SED category will be maintained at blue or green	2.3 Math The indicator for students identified as SED will improve from yellow to blue above.  ELA The indicator for students identified in the SED category will be maintained at blue or green	2.3 Math The indicator for students identified as SED will be maintained at blue or above.  ELA The indicator for students identified in the SED category will be maintained at blue or green
2.4 IEP Progress Monitoring	2.4 Annual IEP	2.4 100% of students identified as SWD will demonstrate progress towards their IEP goals	2.4 100% of students identified as SWD will demonstrate progress towards their IEP goals	100% of students identified as SWD will demonstrate progress towards their IEP goals
2.5 Course Offerings Meeting Agendas/Notes Local Student/ Staff Surveys	2.5 100% of students K-8 participate in STEAM & Project Based Learning	2.5 Maintain innovative and engaging 21st Century Instructional programs for all students	2.5 Maintain innovative and engaging 21st Century Instructional programs for all students	2.5 Maintain innovative and engaging 21st Century Instructional programs for all students



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.6 LCFF Dashboard	2.6. 7.1% suspension rate with red indicators across all significant subgroups.	2.6 Decrease suspension rate to 5% or less.	2.6 Decrease suspension rate to 3% or less.	2.6 Maintain low suspension rates.
2.7 Director Evaluation	2.7 100% of students, including students with disabilities, receive instructions using standards-aligned curriculum and supplemental standards-aligned teacher created curriculum in a broad course of study which includes PE, visual and performing arts, science and history/social studies.	2.7 100% of curriculum is aligned to CCSS and Next Generation Standards.	2.7 100% of curriculum is aligned to CCSS and Next Generation Standards.	2.7 100% of curriculum is aligned to CCSS and Next Generation Standards.

## 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 Schools

OR

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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

2.1 Purchase additional materials for project based learning and STEAM programs.

**2018-19 Actions/Services**

2.1 Evaluate current project based learning and STEAM programs, implement changes as needed.

**2019-20 Actions/Services**

2.1 Purchase additional materials for project based learning and STEAM programs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$9,741	\$10,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100
Amount	\$6,817	\$4,800	\$6,952
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies RS 6300	4000-4999: Books And Supplies RS 6300	4000-4999: Books And Supplies RS 6300

Amount		\$28,687	\$28,687
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries RS 3010	1000-1999: Certificated Personnel Salaries RS 3010
Amount		\$51,562	\$51,562
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries RS 1400 -EPA	1000-1999: Certificated Personnel Salaries RS 1400 -EPA

## 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 Schools

OR

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)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

2017-18 Actions/Services

2.2 Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and

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

Modified Action

2018-19 Actions/Services

2.2 Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and

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

Modified Action

2019-20 Actions/Services

2.2 Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and

planning differentiated instruction strategies

planning differentiated instruction strategies

planning differentiated instruction strategies

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,612	\$12,159	\$12,159
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### 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 Schools

OR

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)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.3 Purchase research-based enrichment materials and curriculum's that are aligned with CA Common Core Standards.

2018-19 Actions/Services

2.3 Purchase research-based curriculum and enrichment materials that are aligned with CCSS.

2019-20 Actions/Services

2.3 Purchase research-based curriculum and enrichment materials that are aligned with CCSS.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,859	\$7,800	\$7,800
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100
Amount	\$5,718	\$5,000	\$5,000
Source	Lottery	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies RS 6300	4000-4999: Books And Supplies RS 0001	4000-4999: Books And Supplies RS 0001
Amount	\$4,713	\$5,325	\$5,325
Source	Title II	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies RS 4035	4000-4999: Books And Supplies RS 6300	4000-4999: Books And Supplies RS 6300

## 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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  
Low Income

### 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 Schools

## Actions/Services

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

Modified Action

#### 2017-18 Actions/Services

2.4 Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students.

Maintain current funding for intervention/RTI services.

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

Modified Action

#### 2018-19 Actions/Services

2.4 Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students.

Maintain current funding for intervention/RTI services.

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

Modified Action

#### 2019-20 Actions/Services

2.4 Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students.

Maintain current funding for intervention/RTI services.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,941	\$8,207	\$8,207
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Intervention Salary	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$14,500	\$0	\$0
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies See 4110, RS 0001 Intervention Materials	One time expense for materials	One time expense for materials
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies See 4310 Supplies	4000-4999: Books And Supplies See 4310 Supplies	4000-4999: Books And Supplies See 4310 Supplies

### 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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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  
Low Income

**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 Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

2.5 Provide training and professional development opportunities for staff with a focus on differentiation, CCSS, CAASPP, SEL, Restorative Practices, STEAM and PBL.

Provide release time for professional development, observations and peer coaching.

Designate collaborative time for certificated and classified staff.

Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits,

**2018-19 Actions/Services**

2.5 Provide training and professional development opportunities for staff with a focus on differentiation, CCSS, CAASPP, SEL, Restorative Practices, STEAM and PBL.

Implement a professional coaching plan for certificated staff. Provide release time for professional development, observations and peer coaching.

Designate collaborative time for certificated and classified staff.

Provide release of time and substitute teacher funding for professional growth

**2019-20 Actions/Services**

Provide training and professional development opportunities for staff with a focus on differentiation, CCSS, CAASPP, SEL, Restorative Practices, STEAM and PBL.

Provide release time for professional development, observations and peer coaching.

Designate collaborative time for certificated and classified staff.

Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits,

and trainings to improve math instruction and intervention practices with English Learners and low income pupils.

opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with English Learners and low income pupils.

and trainings to improve math instruction and intervention practices with English Learners and low income pupils.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,648	\$4,005	\$4,005
Source	Title VI	Title IV	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 4126	5000-5999: Services And Other Operating Expenditures RS 4035	5000-5999: Services And Other Operating Expenditures RS 4035
Amount	\$10,598	\$11,500	\$11,500
Source	Lottery	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 1100	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$12,000	\$12,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Subs	1000-1999: Certificated Personnel Salaries Subs

## 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 Schools

OR



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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

2.6 Maintain and upgrade internet systems and repair technology, as needed, to provide adequate services for all classrooms.

Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.

Provide funding for repair and replacement of technology tools as needed to implement school programs.

**2018-19 Actions/Services**

2.6 Maintain and upgrade internet systems and repair technology, as needed, to provide adequate services for all classrooms.

Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.

Provide funding for repair and replacement of technology tools as needed to implement school programs.

**2019-20 Actions/Services**

2.6 Maintain and upgrade internet systems and repair technology, as needed, to provide adequate services for all classrooms.

Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.

Provide funding for repair and replacement of technology tools as needed to implement school programs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$16,000	\$18,000	\$18,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$3,000-6,000, 16,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies See Equipment	4000-4999: Books And Supplies See Equipment	4000-4999: Books And Supplies See Equipment

## 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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  
Low Income

### 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 Schools

## Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.7 Fund stipends for certificated staff to support 6-8 grade students identified as SED, SWD, EL, or RFEP in math through after-school tutoring and homework support.

2.7 Fund stipends for certificated staff to support 6-8 grade students identified as SED, SWD, EL, or RFEP in math through after-school tutoring and homework support.

2.7 Fund stipends for certificated staff to support 6-8 grade students identified as SED, SWD, EL, or RFEP in math through after-school tutoring and homework support.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,963	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

### 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)

Students with Disabilities

#### Location(s):

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

All Schools

OR

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)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

2.8 Provide Speech services to our students.

2.8 Provide Speech services to our students.

2.8 Provide Speech services to our students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,500	\$35,000	\$35,000
Source	Special Education	Special Education	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$5,984	\$13,303	\$13,303
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

### 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)

Students with Disabilities

#### Location(s):

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

All Schools

OR

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)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### 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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.9 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.	2.9 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.	2.9 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,190	\$66,739	\$66,739
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures RS 6500	5800: Professional/Consulting Services And Operating Expenditures RS 6500
Amount		\$4,165	\$4,165
Source		Special Education	Special Education
Budget Reference		2000-2999: Classified Personnel Salaries RS 3310	2000-2999: Classified Personnel Salaries RS 3310

### 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)

Students with Disabilities

#### Location(s):

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

All Schools

OR

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)

#### Scope of Services:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## 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 Action

Modified Action

Modified Action

### 2017-18 Actions/Services

2.10 Develop an after school accountability opportunity so students who do not finish work in class can drop in as needed.

### 2018-19 Actions/Services

2.10 Maintain an after school accountability opportunity so students who do not finish work in class can drop in as needed.

### 2019-20 Actions/Services

2.10 Maintain an after school accountability opportunity so students who do not finish work in class can drop in as needed.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,288	\$500	\$500
Source	LCFF	Locally Defined	Locally Defined
Budget Reference	4000-4999: Books And Supplies	Not Applicable Non Profit Contribution	Not Applicable Non Profit Contribution

## 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)

### Location(s):

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

All  
Students with Disabilities

All Schools

OR

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)

### Scope of Services:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

### 2017-18 Actions/Services

2.11 Provide Psych services to our students through a licensed contracted Psychologist through the County office of Education. (.2 FTE)

Provide Tier 2 SEL for individual and small groups of students. (.2 FTE)

### 2018-19 Actions/Services

2.11 Provide Psych services to our students through a licensed contracted Psychologist through the County office of Education. (.2 FTE)

Provide Tier 2 SEL for individual and small groups of students. (.2 FTE)

### 2019-20 Actions/Services

2.11 Provide Psych services to our students through a licensed contracted Psychologist through the County office of Education. (.2 FTE)

Provide Tier 2 SEL for individual and small groups of students. (.2 FTE)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,775	\$34,775	\$34,775
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures See Other Inter LEA Contracts	5800: Professional/Consulting Services And Operating Expenditures See Other Inter LEA Contracts	5800: Professional/Consulting Services And Operating Expenditures See Other Inter LEA Contracts
Amount		\$2,000	\$2,000
Source		Lottery	Lottery
Budget Reference		4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100

## Action 12

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 Schools

OR

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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

2.12 Students will continue to participate in field trips and projects within the community to support academic progress, growth of the whole child and the mission/vision of Redwood Prep Charter.

Provide opportunities for Redwood Prep students to participate in a variety of countywide events.

**2018-19 Actions/Services**

2.12 Students will continue to participate in field trips and projects within the community to support academic progress, growth of the whole child and the mission/vision of Redwood Prep Charter.

Provide opportunities for Redwood Prep students to participate in a variety of countywide events.

**2019-20 Actions/Services**

2.12 Students will continue to participate in field trips and projects within the community to support academic progress, growth of the whole child and the mission/vision of Redwood Prep Charter.

Provide opportunities for Redwood Prep students to participate in a variety of countywide events.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,900	\$2,900	\$2,900
Source	Title VI	Title VI	Title VI
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures



Amount		\$1,800	\$1,800
Source		Lottery	Lottery
Budget Reference		5000-5999: Services And Other Operating Expenditures Rs 1100	5000-5999: Services And Other Operating Expenditures RS 1100

### 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)

All  
Students with Disabilities

#### Location(s):

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

All Schools

OR

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)

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

2017-18 Actions/Services

2.13 Plan and implement PBIS/MTSS at Redwood Prep.

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

Modified Action

2018-19 Actions/Services

2.13 Plan and implement PBIS/MTSS at Redwood Prep.

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

Modified Action

2019-20 Actions/Services

2.13 Full implementation of PBIS/MTSS at Redwood Prep.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$1,500	\$1,500
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100

## 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)

All  
Students with Disabilities  
Specific Student Groups: EL and SED

### Location(s):

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

All Schools

OR

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)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.14 Maintain personnel highly qualified teachers and staff to support student learning.

2018-19 Actions/Services

2.14 Maintain personnel highly qualified teachers and staff to support student learning.

2019-20 Actions/Services

2.14 Maintain personnel highly qualified teachers and staff to support student learning.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$563,412	\$639,405	\$645,936
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$306,995	\$340,878	\$345,164
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$263,403	\$215,639	\$215,639
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds
Amount	\$5,779	\$15,924	\$15,924
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

## 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

[Add Students to be Served selection here]

### Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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)

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

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

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

2.15 Explore creative ways to provide free snacks and/or alternative lunch options for students such as growing our own food and/or working with local organizations to offer another day of school lunch to students. We will specifically look to provide free or reduced price snacks and/or lunch options for students identified as SED.

**2018-19 Actions/Services**

2.15 Research creative ways to provide free snacks and/or alternative lunch options for students.

**2019-20 Actions/Services**

2.15 Explore creative ways to provide free snacks and/or alternative lunch options for students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,500	\$3,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

# 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)

Modified Goal

## Goal 3

Maintain a positive school climate.

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

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

As a school, we have an exceptionally high attendance rate (98.9%) that we want to maintain. (Action 3.1 3.4)

Several new families and staff members have joined our RPrep community since we opened in 2011. The school population has grown from 102 to 200 within four years. During parent council meetings, staff meetings and in our Family Survey, staff and parents identified the following areas of need:

- Training for parents about CCSS to improve their understanding and ability to support their children with CCSS.(Action 3.1,3.3)
- Improved communication by faculty and staff about curriculum, projects and class activities to parents and the Board of Directors (Action 3.3)
- Orientation and training for new families about school programs, philosophies, and core values (i.e Love & Logic, Social Responsibility, Habits of Mind, Growth Mindset (Action 3.7)
- Clear and comprehensive school handbooks - Student, Athletics, Family and Staff (Action 3.2)

- Increased participation/attendance by parents on school committees (fund-raising, parent council, facilities), and school events (State of the Pack, Back to School Night, Parent Conferences, Student Intake Meetings) (Action 3.2, 3.5)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 School Pathways attendance reports  CALPADS	3.1 Current attendance rate is 98%	3.1 Maintain attendance rates at or above 95%.	3.1 Maintain attendance rates at or above 95%.	3.1 Maintain attendance rates at or above 95%.
3.2 Family Survey	3.2 81% of families responded in 2016-2017	3.2 Maintain 80% or higher participation rate in the annual Family Survey	3.2 Maintain 80% or higher participation rate in the annual Family Survey	3.2 Maintain 80% or higher participation rate in the annual Family Survey
3.3 Attendance Logs at Back to School, Parent Conferences, State of the Pack meetings, Board meetings, Parent Council meetings.  Volunteer Hour Logs  Family Survey	3.3 Based on results from CHKS 95% of parents attended a school or class event.  83% served as a volunteer in this child's classroom or elsewhere in the school.  97% Attended a general school meeting  53% attended a meeting of the parent-teacher organization  97% have gone to a regularly scheduled parent-teacher conference with the	3.3 Maintain high levels of parent participation at school events.	3.3 Maintain high levels of parent participation at school events.	3.3 Maintain high levels of parent participation at school events.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	child's teacher			
3.4 Meeting notes from Parent Council Staff Meetings Leadership Meetings Board Meetings	3.4 We will provide parents with a hard copy of the Family Handbook to sign in addition to the online version that accompanies online registration.	3.4 Increase level of parent awareness and support of school policies and procedures.	3.4 Maintain high levels of parent awareness and support of school policies and procedures.	3.4 Maintain high levels of parent awareness and support of school policies and procedures.
3.5 Student, Parent & Staff Surveys	3.5	3.5 Strengthen positive communication between all stakeholders.  Empower students to participate in school decision making processes.	3.5 Empower students to participate in school decision making processes.	3.5 Empower students to participate in school decision making processes.

## 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

[Add Students to be Served selection here]

#### Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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)

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

3.1 Engage in opportunities to support our parent community by offering parent training on the CCSS pertaining specifically for support of low income students.

**2018-19 Actions/Services**

3.1 Engage in opportunities to support our parent community by offering parent training on the CCSS pertaining specifically for support of low income students.

**2019-20 Actions/Services**

3.1 Engage in opportunities to support our parent community by offering parent training on the CCSS pertaining specifically for support of low income students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$200	\$500	\$500
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Mostly staff time, may need some materials	4000-4999: Books And Supplies Mostly staff time, may need some materials	4000-4999: Books And Supplies Mostly staff time, may need some materials

**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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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  
Low Income**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 Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

3.2 Continue to update Parent, Student, and Athletic Handbooks to include additional information as deemed necessary according to new family survey and Parent Council recommendations.

**2018-19 Actions/Services**

3.2 Continue to update Parent, Student, and Athletic Handbooks to include additional information as deemed necessary according to new family survey and Parent Council recommendations.

**2019-20 Actions/Services**

3.2 Continue to update Student, Athletic, and Parent Handbooks to include additional information as deemed necessary according to new family survey and Parent Council recommendations.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Staff Time only	1000-1999: Certificated Personnel Salaries Staff Time only	1000-1999: Certificated Personnel Salaries Staff Time only

**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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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  
Low Income**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 Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

3.3 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses

**2018-19 Actions/Services**

3.3 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses

**2019-20 Actions/Services**

3.3 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$200	\$400	\$400
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Mostly staff time, may need some materials	4000-4999: Books And Supplies Mostly staff time, may need some materials	4000-4999: Books And Supplies Mostly staff time, may need some materials

**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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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  
Low Income**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 Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

3.4 Work specifically with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.

**2018-19 Actions/Services**

3.4 Work specifically with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.

**2019-20 Actions/Services**

3.4 Work specifically with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$100	\$100
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Mostly staff time, may need some postage	5000-5999: Services And Other Operating Expenditures Postage	5000-5999: Services And Other Operating Expenditures Postage

**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 Schools

**OR**

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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

3.5 Cover a portion of each parent and volunteer fingerprinting fee in order to encourage parent engagement and participation.

**2018-19 Actions/Services**

3.5 Cover a portion of each parent and volunteer fingerprinting fee in order to encourage parent engagement and participation.

**2019-20 Actions/Services**

3.5 Cover a portion of each parent and volunteer fingerprinting fee in order to encourage parent engagement and participation.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,600	\$1,600	\$1,600
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**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 Schools

**OR**

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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

3.6 Redwood Prep will offer staff and parent education courses designed to increase family involvement and student success.

**2018-19 Actions/Services**

3.6 Redwood Prep will offer staff and parent education courses designed to increase family involvement and student success.

**2019-20 Actions/Services**

3.6 Redwood Prep will offer staff and parent education courses designed to increase family involvement and student success.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	4000-4999: Books And Supplies Staff time only, May need some materials, Funded by DIBI	4000-4999: Books And Supplies Staff time only, May need some materials, Funded by DIBI	4000-4999: Books And Supplies Staff time only, May need some materials, Funded by DIBI

**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 Schools

**OR**

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)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

3.7 Develop and implement an orientation for all new families at Redwood Prep

**2018-19 Actions/Services**

3.7 Develop and implement an orientation for all new families at Redwood Prep

**2019-20 Actions/Services**

3.7 Develop and implement an orientation for all new families at Redwood Prep

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Advertisement and Materials	4000-4999: Books And Supplies Advertisement and Materials	4000-4999: Books And Supplies

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$106,459

Percentage to Increase or Improve Services

6.26%

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).

Reasoning for use of funds:

Research shows that students who receive early and adequate intervention are better able to close the achievement gap than those who don't.

Redwood Prep staff meets monthly to review student progress and to plan for intervention and enrichment for students needing a differentiated approach.

Literacy and math intervention tools, programs, and curriculum are purchased with LCAP funds to increase student engagement and success in core academic subject areas.

Students must be prepared to work in a more technological world than that of their parents. Information presented during the California STEM Symposium revealed that low income and second language learners show greater academic gains when instruction is presented through a STEM related program which integrates literacy activities in STEM-based instructional activities.

LCAP funds are utilized for training teachers and students in the most effective ways to use technology and in ways that help with closing achievement gaps.

Research shows that small group and individualized instruction is needed as intervention services become more intensive.

The Redwood Preparatory Charter School Local Control Accountability Plan (LCAP) streamlines services to support learning for all students, with particular attention to English learners, low-income students and foster youth. The plan's underlying theory of action is that the staff continuously will improve its capacity to serve students through strategic professional learning, and additional time and individualized instruction based on student achievement data. Services for students within the subgroups will be increased or improved by about 6%, compared to all students. Expenditures specified for targeted subgroups meet or exceed the 6.26% Minimum Proportionality threshold.

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).

- 35% of Redwood Preparatory students are low income. In 2018-19 Redwood Prep will use \$106,459 Supplemental LCAP funds to support low income students through:Purchase research-based intervention and enrichment materials, as needed, that are aligned with CA Common Core standards to be used with low income and English Learner studentsContinue after school tutoring and homework tutor program targeting all TK-8th grade low income, EL, FY, and RFEP studentsReplace/update technology tools and continue check-out technology system for low income without adequate technology at home to complete school projects and homeworkContinue Psych services through HCOEContinue 0.2 FTE Social/Emotional Behavior support staffA portion of the secretary's position to assist with the services we provide to our SED students.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$71,571

4.43%



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).

Reasoning for use of funds:

Research shows that students who receive early and adequate intervention are better able to close the achievement gap than those who don't.

Redwood Prep staff meets monthly to review student progress and to plan for intervention and enrichment for students needing a differentiated approach.

Literacy and math intervention tools, programs, and curriculum are purchased with LCAP funds to increase student engagement and success in core academic subject areas.

Students must be prepared to work in a more technological world than that of their parents. Information presented during the California STEM Symposium revealed that low income and second language learners show greater academic gains when instruction is presented through a STEM related program which integrates literacy activities in STEM-based instructional activities.

LCAP funds are utilized for training teachers and students in the most effective ways to use technology and in ways that help with closing achievement gaps.

Research shows that small group and individualized instruction is needed as intervention services become more intensive.

The Redwood Preparatory Charter School Local Control Accountability Plan (LCAP) streamlines services to support learning for all students, with particular attention to English learners, low-income students and foster youth. The plan's underlying theory of action is that the staff continuously will improve its capacity to serve students through strategic professional learning, and additional time and individualized instruction based on student achievement data. Services for students within the subgroups will be increased or improved by about 4%, compared to all students. Expenditures specified for targeted subgroups meet or exceed the 4.65% Minimum Proportionality threshold.

- 26% of Redwood Preparatory students are low income. In 2017-18 Redwood Prep will use \$74,191 Supplemental LCAP funds to support low income students through: Purchase research-based intervention and enrichment materials, as needed, that are aligned with CA Common Core standards to be used with low income and English Learner students Continue after school tutoring and homework tutor program targeting all TK-8th grade low income, EL, FY, and RFEP students Replace/update technology tools and continue check-out technology system for low income without adequate technology at home to complete school projects and homework Maintain current intervention tech time and intervention services for Language Arts and adding services for Math Intervention Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention

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).

practices with low income pupilsContinue Psych services through HCOEContinue 0.2 FTE Social/Emotional Behavior support staff

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

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Annual Update

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Goals, Actions, and Services

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Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.



**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*



## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,872,900.00	1,592,688.00	1,790,319.00	2,010,358.00	1,815,554.00	5,616,231.00
	0.00	4,000.00	0.00	0.00	0.00	0.00
LCFF	1,491,134.00	1,360,450.00	1,453,478.00	1,539,155.00	1,549,972.00	4,542,605.00
Locally Defined	200.00	5,702.00	200.00	700.00	700.00	1,600.00
Lottery	53,892.00	29,262.00	43,892.00	33,966.00	36,377.00	114,235.00
Not Applicable	0.00	13,454.00	0.00	0.00	0.00	0.00
Other	140,856.00	18,166.00	140,856.00	208,032.00	0.00	348,888.00
Special Education	87,266.00	82,596.00	77,674.00	124,007.00	124,007.00	325,688.00
Supplemental and Concentration	71,571.00	52,567.00	46,238.00	60,699.00	60,699.00	167,636.00
Title I	18,720.00	18,280.00	18,720.00	36,894.00	36,894.00	92,508.00
Title II	4,713.00	4,005.00	4,713.00	0.00	0.00	4,713.00
Title IV	0.00	4,206.00	0.00	4,005.00	4,005.00	8,010.00
Title VI	4,548.00	0.00	4,548.00	2,900.00	2,900.00	10,348.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,872,900.00	1,592,688.00	1,790,319.00	2,010,358.00	1,815,554.00	5,616,231.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	6,345.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	906,248.00	807,203.00	882,005.00	963,217.00	969,748.00	2,814,970.00
2000-2999: Classified Personnel Salaries	355,410.00	341,469.00	336,662.00	382,424.00	386,710.00	1,105,796.00
4000-4999: Books And Supplies	125,201.00	62,550.00	96,111.00	60,516.00	62,927.00	219,554.00
5000-5999: Services And Other Operating Expenditures	285,910.00	283,639.00	275,410.00	449,187.00	241,155.00	965,752.00
5800: Professional/Consulting Services And Operating Expenditures	200,131.00	78,028.00	200,131.00	154,514.00	154,514.00	509,159.00
Not Applicable	0.00	13,454.00	0.00	500.00	500.00	1,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,872,900.00	1,592,688.00	1,790,319.00	2,010,358.00	1,815,554.00	5,616,231.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Locally Defined	0.00	4,547.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	1,798.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	831,815.00	741,731.00	826,815.00	918,606.00	925,137.00	2,670,558.00
1000-1999: Certificated Personnel Salaries	Special Education	55,190.00	47,159.00	55,190.00	0.00	0.00	55,190.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	19,243.00	18,313.00	0.00	15,924.00	15,924.00	31,848.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	28,687.00	28,687.00	57,374.00
2000-2999: Classified Personnel Salaries	LCFF	316,151.00	297,546.00	306,995.00	351,749.00	356,035.00	1,014,779.00
2000-2999: Classified Personnel Salaries	Special Education	15,576.00	14,247.00	5,984.00	17,468.00	17,468.00	40,920.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	4,963.00	11,396.00	4,963.00	5,000.00	5,000.00	14,963.00
2000-2999: Classified Personnel Salaries	Title I	18,720.00	18,280.00	18,720.00	8,207.00	8,207.00	35,134.00
4000-4999: Books And Supplies	LCFF	56,404.00	35,856.00	43,404.00	23,250.00	23,250.00	89,904.00
4000-4999: Books And Supplies	Locally Defined	200.00	1,155.00	200.00	200.00	200.00	600.00
4000-4999: Books And Supplies	Lottery	43,294.00	22,099.00	33,294.00	32,066.00	34,477.00	99,837.00
4000-4999: Books And Supplies	Supplemental and Concentration	20,590.00	3,440.00	14,500.00	5,000.00	5,000.00	24,500.00
4000-4999: Books And Supplies	Title II	4,713.00	0.00	4,713.00	0.00	0.00	4,713.00
5000-5999: Services And Other Operating Expenditures	LCFF	270,764.00	268,265.00	260,264.00	227,550.00	227,550.00	715,364.00
5000-5999: Services And Other Operating Expenditures	Lottery	10,598.00	7,163.00	10,598.00	1,900.00	1,900.00	14,398.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	208,032.00	0.00	208,032.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	0.00	0.00	4,800.00	4,800.00	9,600.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	4,005.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	4,206.00	0.00	4,005.00	4,005.00	8,010.00
5000-5999: Services And Other Operating Expenditures	Title VI	4,548.00	0.00	4,548.00	2,900.00	2,900.00	10,348.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	4,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	16,000.00	17,052.00	16,000.00	18,000.00	18,000.00	52,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	140,856.00	16,368.00	140,856.00	0.00	0.00	140,856.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	16,500.00	21,190.00	16,500.00	101,739.00	101,739.00	219,978.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	26,775.00	19,418.00	26,775.00	34,775.00	34,775.00	96,325.00
Not Applicable	Locally Defined	0.00	0.00	0.00	500.00	500.00	1,000.00
Not Applicable	Not Applicable	0.00	13,454.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	439,180.00	312,718.00	426,024.00	435,744.00	227,712.00	1,089,480.00
Goal 2	1,427,520.00	1,276,056.00	1,359,095.00	1,570,314.00	1,583,542.00	4,512,951.00
Goal 3	6,200.00	3,914.00	5,200.00	4,300.00	4,300.00	13,800.00
Goal 4			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.