

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dream It. Be It, Inc. (DIBI)

CDS Code: 12-76802-0124164

School Year: 2021-22

LEA contact information:

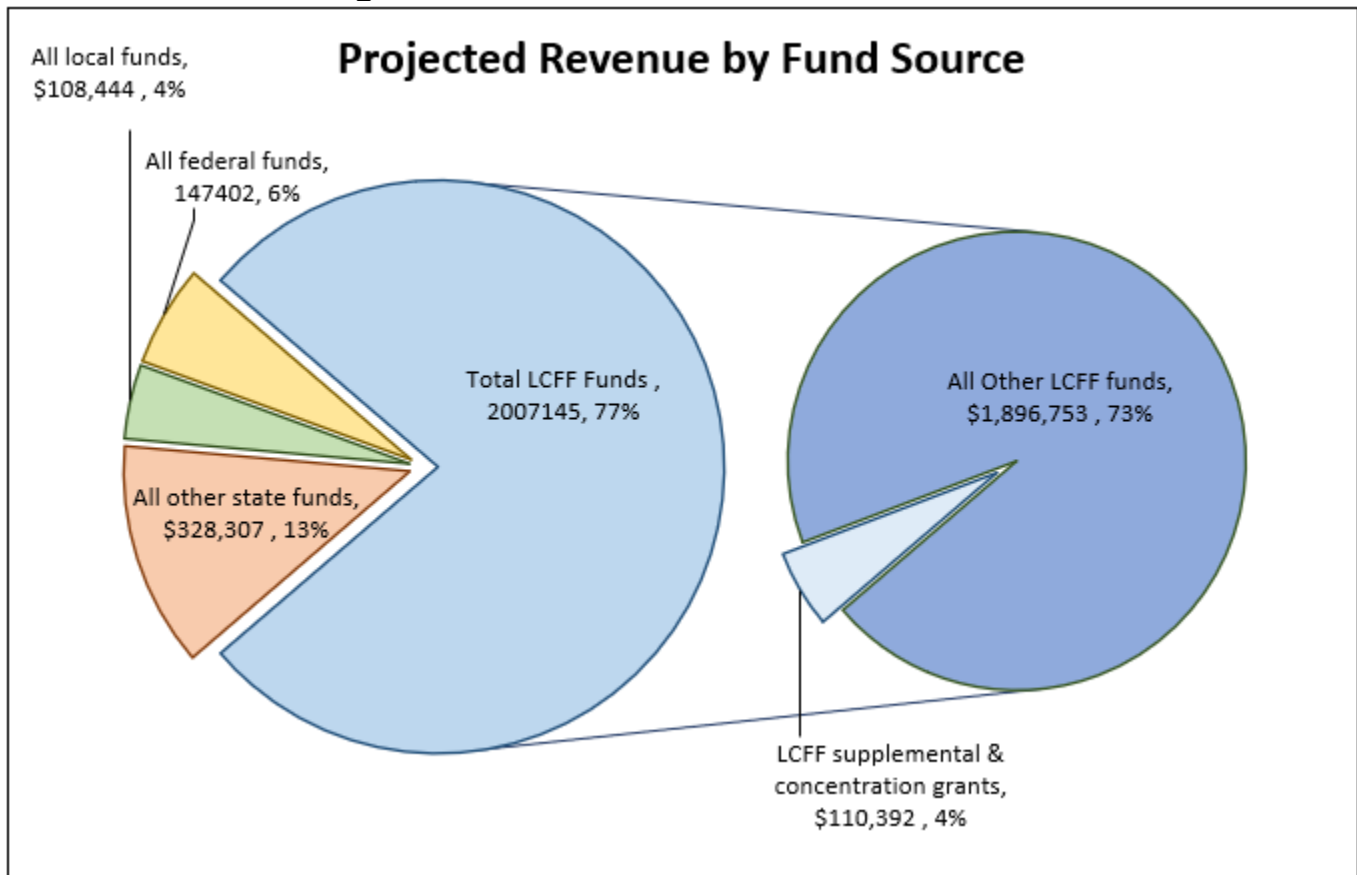
Krista Croteau

Director

(707) 682-6149

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

Budget Overview for the 2021-22 School Year

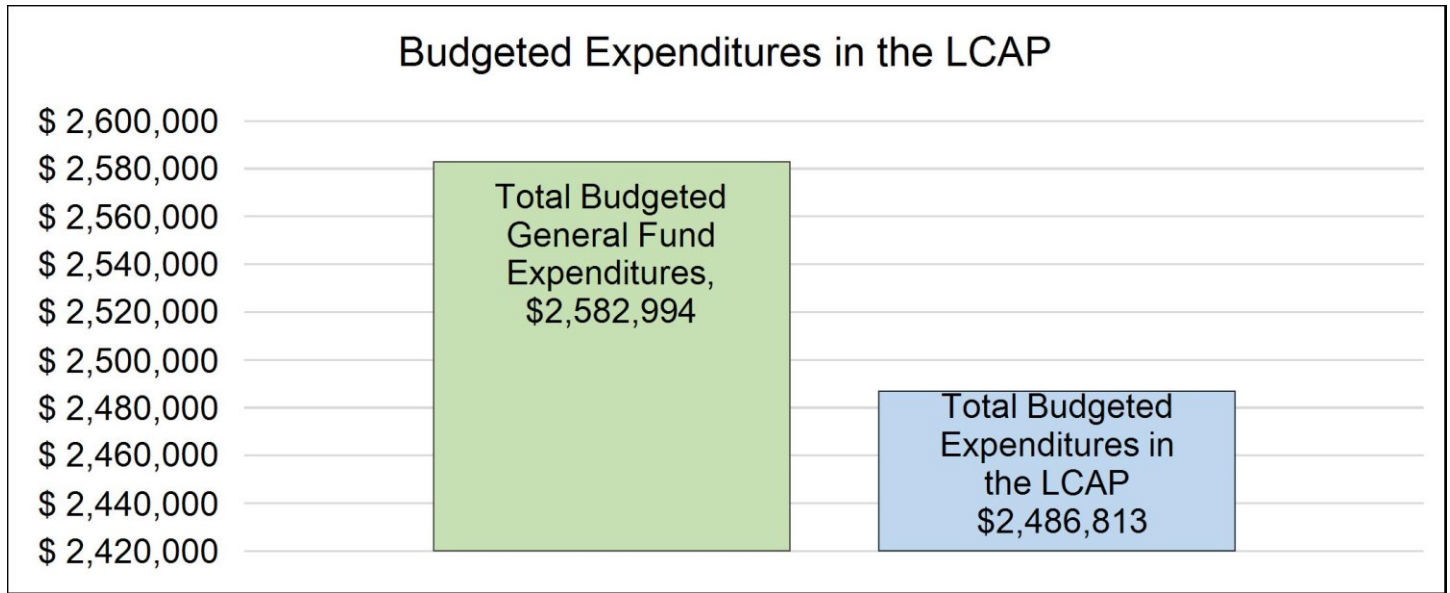


This chart shows the total general purpose revenue Dream It. Be It, Inc. (DIBI) expects to receive in the coming year from all sources.

The total revenue projected for Dream It. Be It, Inc. (DIBI) is \$2,591,298, of which \$2,007,145 is Local Control Funding Formula (LCFF), \$328,307 is other state funds, \$108,444 is local funds, and \$147,402 is federal funds. Of the \$2,007,145 in LCFF Funds, \$110,392 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Dream It. Be It, Inc. (DIBI) plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Dream It. Be It, Inc. (DIBI) plans to spend \$2582994 for the 2021-22 school year. Of that amount, \$2486813 is tied to actions/services in the LCAP and \$96181 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

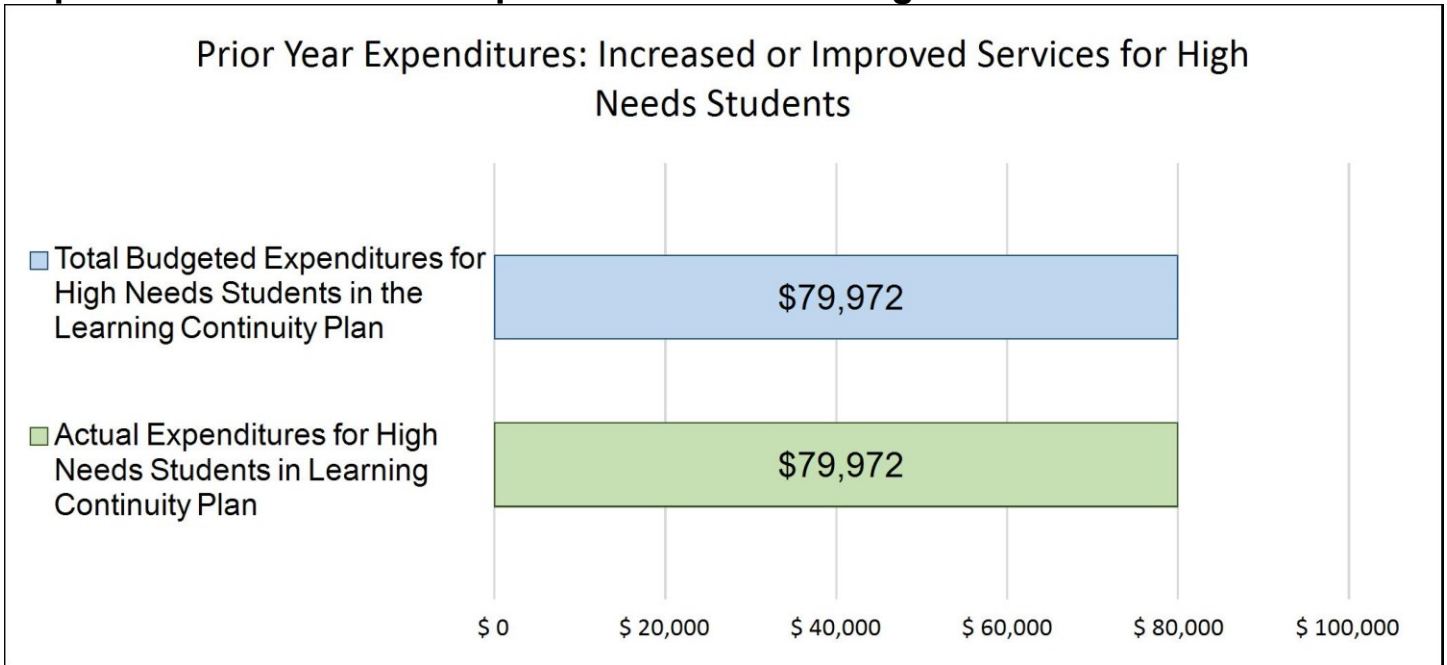
Director, Office Staff, Legal Services, Insurance, Audit Costs, financial systems

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Dream It. Be It, Inc. (DIBI) is projecting it will receive \$110392 based on the enrollment of foster youth, English learner, and low-income students. Dream It. Be It, Inc. (DIBI) must describe how it intends to increase or improve services for high needs students in the LCAP. Dream It. Be It, Inc. (DIBI) plans to spend \$110392 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Dream It. Be It, Inc. (DIBI) budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Dream It. Be It, Inc. (DIBI) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Dream It. Be It, Inc. (DIBI)'s Learning Continuity Plan budgeted \$79972 for planned actions to increase or improve services for high needs students. Dream It. Be It, Inc. (DIBI) actually spent \$79972 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Dream It. Be It, Inc. (DIBI)	Krista Croteau Director	director@redwoodprep.org (707) 682-6149

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1.1 Charter Safe Facilities Inspection Checklist or Facilities Inspection Tool (FIT)</p> <p>19-20 1.1 Maintain a School Facilities Inspection rating of good or better</p> <p>Baseline 1.1 Annual Charter Safe Facilities Inspection Checklist or FIT indicates school conditions at level of Excellent</p> <p>Metric/Indicator 1.2 Local Assessment of school safety data for staff training and emergency drills.</p> <p>19-20 1.2 Maintain 100% completion rate of state mandated training by staff</p>	<p>1.1 Met - Maintained a School Facilities Inspection rating of good as measured in our FIT inspection.</p> <p>1.2 - Met - 100% of school staff have completed mandated safety training.</p>

Expected	Actual
<p>Baseline 1.2 100% of school staff have completed mandated safety training.</p>	
<p>Metric/Indicator 1.3 Student Incident Reports</p> <p>19-20 1.3 Maintain safety on the playground and reduce the number of reported incidents from the previous year.</p> <p>Baseline 1.3 Collect student incident reports gathered during non-classroom time.</p>	<p>1.3 - Partially Met Over the past year we began using SWIS to track student incidents more efficiently, as a result of this data we are able to dig deeper into high frequency issues and behaviors by a handful of students. While the totals indicate an increase overall, when we remove the incidents related to our students receiving Tier 3 Social Emotional Intervention, student incidents have decreased.</p> <p>As of this date, we had a total 168 of incidents, 102 of the 168 are related to 7 students that are receiving the intervention mentioned above. (Action 2.11)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$220,591</p> <p>4000-4999: Books And Supplies LCFF \$14,400</p> <p>Custodian 2000-2999: Classified Personnel Salaries LCFF \$13,410</p>	<p>We continue to maintain all leases and contracts related to facilities, operations and maintenance. Due to COVID-19 Pandemic, expenses were increased for cleaning and sanitizing. 5000-5999: Services And Other Operating Expenditures LCFF \$225,637</p> <p>4000-4999: Books And Supplies LCFF \$4,347</p> <p>Custodian 2000-2999: Classified Personnel Salaries LCFF \$16,956</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.2 Analyze school safety systems and update, as needed, to provide a safe school environment for all students. We have applied for a USDA grant we hope to use to purchase our PA system, if the funds are not allocated from USDA, LCFF funds will be used.</p> <p>Staff will participate in mandatory school safety training.</p> <p>Staff and students will participate in regular and ongoing safety and emergency preparedness drills and courses.</p> <p>Safety tools, materials, training will be purchased as needed to ensure optimal school safety.</p> <p>Will install bell and emergency alert/PA system.</p> <p>Adding additional cameras to campus.</p>	<p>Safety Materials 4000-4999: Books And Supplies LCFF \$3,000</p> <p>USDA Grant, if allocation is received. 5000-5999: Services And Other Operating Expenditures Other \$9,000</p>	<p>Cameras. safety supplies and emergency backpack materials were purchased. 4000-4999: Books And Supplies LCFF \$2,851</p> <p>USDA Grant awarded, additional electrical was needed in order to install. 5000-5999: Services And Other Operating Expenditures Other \$11,672</p>
<p>1.3 Maintain our contract with School Pathways for our student information system, in order to provide the state with required records and track student safety information.</p> <p>1.4 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.</p>	<p>4000-4999: Books And Supplies LCFF \$4,300</p> <p>See Other Inter-Lea Contracts 5700-5799: Transfers Of Direct Costs LCFF \$4,000</p>	<p>4000-4999: Books And Supplies LCFF \$3,786</p> <p>Contracted Nurse services with FESD. 5700-5799: Transfers Of Direct Costs LCFF \$4,000</p>
<p>Program ended</p>	<p>\$0</p>	<p>\$0</p>
<p>Moved to 1.4</p>	<p>\$0</p>	<p>\$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

1.1 We continue to maintain all leases and contracts related to facilities, operations and maintenance. Due to COVID-19 Pandemic, expenses were increased for cleaning and sanitizing.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

1.1 We successfully implemented this goal. Our biggest challenge rested with addressing behavior issues with a few students. We adjusted for this by increasing social emotional support for these students. The biggest challenge we faced was COVID 19 and the closure of our facilities in the Spring.

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	Actual		
Metric/Indicator 2.1 California School Dashboard CAASPP Results	2.Met ELA ELA All Students Dashboard % Students that met/exceeded	2018 Green 66%	2019 Green 61%
19-20 2.1 Maintain or improve our dashboard results for all students in math and ELA.	2018 2019 Math Math All Students Dashboard % Students that met/exceeded	Yellow 53%	Yellow 48%

Expected	Actual												
<p>Baseline 2.1 Overall CAASPP results that merit a green or blue 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>													
<p>Metric/Indicator 2.2 Local Assessments: NWEA Winter - Grades 2-8 CAASPP Interim Assessment - Grades 2-8 ELA Math</p>	<p>2.2 Partially Met - We did not increase scores from the baseline, but have increased Reading & Math Scores from last year.</p> <table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>Writing/Language Use -</td> <td>70%</td> <td>64%</td> </tr> <tr> <td>Reading -</td> <td>70%</td> <td>74%</td> </tr> <tr> <td>Math -</td> <td>57%</td> <td>63%</td> </tr> </tbody> </table>		18-19	19-20	Writing/Language Use -	70%	64%	Reading -	70%	74%	Math -	57%	63%
	18-19	19-20											
Writing/Language Use -	70%	64%											
Reading -	70%	74%											
Math -	57%	63%											
<p>19-20 2.2 Maintain or improve the average percentage of students in grades 2-8 who meet or exceed the standards in ELA & Math</p> <p>Baseline Average percentage of students who meet or exceed standards according to the NWEA Assessment. Writing/Language Use - 74% Reading - 78% Math - 69%</p>													
<p>Metric/Indicator 2.3 California School Dashboard subgroup - SED</p>	<p>2.3 Not Met</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2018	2019									
	2018	2019											

Expected	Actual		
<p>19-20 2.3 Math The indicator for students identified as SED will be improved.</p> <p>ELA The indicator for students identified in the SED category will be maintained or improved.</p> <p>Baseline 2.3 CAASPP Math Orange Indicator ELA Blue Indicator</p>	<p>ELA SED Subgroup</p>	<p>Green</p>	<p>Yellow</p>
	<p>% Students that met/exceeded</p>	<p>59%</p>	<p>54%</p>
	<p>2018 Math All Students Dashboard</p>	<p>2019 Math Yellow</p>	<p>Orange</p>
	<p>% Students that met/exceeded</p>	<p>53%</p>	<p>41%</p>
<p>Metric/Indicator 2.4 IEP Progress Monitoring</p> <p>19-20 2.4 100% of students identified as SWD will demonstrate progress towards their IEP goals</p> <p>Baseline 2.4 Annual IEP</p> <p>Metric/Indicator 2.5 Course Offerings Meeting Agendas/Notes Local Student/ Staff Surveys</p>	<p>2.4 Met</p> <p>All students with IEPs made progress toward their annual goals.</p> <p>2.5 Met</p> <p>All students at Redwood Prep participated in STEAM and Project Based Learning.</p>		

Expected	Actual
<p>19-20 2.5 Maintain innovative and engaging 21st Century Instructional programs for all students</p> <p>Baseline 2.5 100% of students K-8 participate in STEAM & Project Based Learning</p>	
<p>Metric/Indicator 2.6 LCFF Dashboard</p> <p>19-20 2.6 Maintain a low suspension rate for all student groups. Improve the suspension rate for Hispanic students.</p> <p>Baseline 2.6. 7.1% suspension rate with red indicators across all significant subgroups.</p>	<p>2.6 Met 2017 - Red Indicator on Dashboard 2018 - Yellow Indicator on Dashboard 2019 - Blue Indicator on Dashboard</p>
<p>Metric/Indicator 2.7 Director Evaluation</p> <p>19-20 2.7 100% of curriculum is aligned to CCSS and Next Generation Standards.</p> <p>Baseline 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</p>	<p>2.7 Met 100% of curriculum is aligned to the Common Core State Standards and the Next Generation Science Standards</p>

Expected	Actual
of study which includes PE, visual and performing arts, science and history/social studies.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Evaluate current project based learning and STEAM programs, implement changes as needed.	RS 1100 4000-4999: Books And Supplies Lottery \$18,826 RS 5820 1000-1999: Certificated Personnel Salaries Other \$31,568 RS 3010 1000-1999: Certificated Personnel Salaries Title I \$19,410 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,000 Contribution to 3010-8980 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$35,448	Supplies purchased to maintain project based learning and STEAM programs. 4000-4999: Books And Supplies Lottery \$12,171 STEAM Teacher Salary - RS 5820 1000-1999: Certificated Personnel Salaries Other \$31,568 STEAM Teacher Salary - RS 3010 1000-1999: Certificated Personnel Salaries Title I \$19,410 5000-5999: Services And Other Operating Expenditures LCFF \$0 Contribution to 3010 -8980 1000-1999: Certificated Personnel Salaries LCFF \$35,448
2.2 Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies	5000-5999: Services And Other Operating Expenditures LCFF \$13,100	Subscriptions and memberships like ACSA, CASBO, MobyMax, Newslea, NWEA were purchased. 5000-5999: Services And Other Operating Expenditures LCFF \$13,480 Subscriptions to Dreambox learning, SOI systems and A_Z

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		learning were purchased 4000-4999: Books And Supplies LCFF \$459
2.3 Purchase research-based curriculum and enrichment materials that are aligned with CCSS and NGSS.	RS 6300 4000-4999: Books And Supplies Lottery \$10,478 4000-4999: Books And Supplies LCFF \$1,500 HERC Contract 5700-5799: Transfers Of Direct Costs LCFF \$3,200	Curriculum supplies and materials - RS 6300 4000-4999: Books And Supplies LCFF \$12,204 Curriculum supplies and materials 4000-4999: Books And Supplies LCFF \$2,251 HERC Contract 5700-5799: Transfers Of Direct Costs LCFF \$3,200
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 with a focus on Math. Differentiation for high achieving students. Fund stipends for certificated staff to support students identified as SED, SWD, EL, or RFEP in math through after-school tutoring and homework support.	2000-2999: Classified Personnel Salaries Title I \$17,987 Stipends for afterschool intervention provided by credentialed staff. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$18,033 RS 6300 4000-4999: Books And Supplies Lottery \$1,500 See 4310 Supplies 4000-4999: Books And Supplies LCFF \$1,500 RS 7511 - Low Performing Block Grant 5000-5999: Services And Other Operating Expenditures Other \$21,736	2000-2999: Classified Personnel Salaries Title I \$23,591 Due to COVID-19 after school support was ended a cycle short. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$7,469 Supplies included in 2.1 4000-4999: Books And Supplies Lottery \$0 Supplies included in 2.1 4000-4999: Books And Supplies LCFF \$0 5000-5999: Services And Other Operating Expenditures Other \$0
2.5 Provide training and professional development opportunities for staff with a focus on differentiation, CCSS, NGSS, CAASPP, SEL, Restorative Practices, STEAM and PBL.	RS 4035 5000-5999: Services And Other Operating Expenditures Title IV \$4,916	Professional development for certificated teachers and classified intervention aides. 5000-5999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide release time for professional development, observations and peer coaching.</p> <p>Designate collaborative time for certificated and classified staff.</p> <p>Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and training to improve math instruction and intervention practices with English Learners and low income pupils.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$6,500</p> <p>Subs & Summer Stipends 1000-1999: Certificated Personnel Salaries LCFF \$29,000</p> <p>RS 1100 5000-5999: Services And Other Operating Expenditures Lottery \$6,000</p>	<p>Services And Other Operating Expenditures Title IV \$5,442</p> <p>Professional development and literacy coaching. 5000-5999: Services And Other Operating Expenditures LCFF \$5,594</p> <p>Substitutes, including a long term sub in 5th grade and stipends for professional development in the summer. 1000-1999: Certificated Personnel Salaries LCFF \$28,197</p> <p>Professional development 5000-5999: Services And Other Operating Expenditures LCFF \$6,000</p> <p>Professional Development RS 7510 5000-5999: Services And Other Operating Expenditures Other \$4,605</p>
<p>2.6 Maintain and upgrade internet systems and repair technology, as needed, to provide adequate services for all classrooms.</p> <p>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.</p> <p>Provide funding for repair and replacement of technology tools as needed to implement school programs.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$20,000</p> <p>4000-4999: Books And Supplies LCFF \$14,000</p> <p>RS 1100 4000-4999: Books And Supplies Lottery \$8,000</p>	<p>Consulted with Ferndale Tech for computer maintenance and tech support. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$22,991</p> <p>Updated and replaced technology:Computers, ipads, ipods 4000-4999: Books And Supplies LCFF \$11,325</p> <p>Updated and replaced technology: Computers, ipads, ipods 4000-4999: Books And Supplies LCFF \$7,043</p>
<p>2.7 Consolidated with 2.4</p>	<p>\$0</p>	<p>\$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.8 Provide Speech services to our students.	<p>5800: Professional/Consulting Services And Operating Expenditures Special Education \$35,000</p> <p>RS 6500 2000-2999: Classified Personnel Salaries Special Education \$5,596</p>	<p>Contracted with Presence Learning to provide speech services for our students. 5800: Professional/Consulting Services And Operating Expenditures Special Education \$29,791</p> <p>Speech support staff - classified RS - 6500 2000-2999: Classified Personnel Salaries Special Education \$5,596</p>
2.9 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.	<p>RS 6500 5800: Professional/Consulting Services And Operating Expenditures Special Education \$78,304</p> <p>RS 3310 2000-2999: Classified Personnel Salaries Special Education \$3,752</p> <p>RS 6500 2000-2999: Classified Personnel Salaries Special Education \$5,611</p>	<p>Education specialist salary - RS 6500 1000-1999: Certificated Personnel Salaries Special Education \$79,114</p> <p>Education Specialist support staff - classified RS - 3310 2000-2999: Classified Personnel Salaries Special Education \$7,665</p> <p>Education Specialist support staff - classified RS - 6500 2000-2999: Classified Personnel Salaries Special Education \$4,155</p>
2.10 Provide a daily meal for students all students targeted toward students identified as SED.	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$11,793</p>	<p>Served meals to free and reduced students. Purchased a Point of Sale system for the meal program to effectively track free and reduced meals. 4000-4999: Books And Supplies LCFF \$6,707</p> <p>Meal Coordinator Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$12,419</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF \$500	Costs associated with starting our meal program 4000-4999: Books And Supplies LCFF \$1,919
<p>2.11 Provide Psych services to our students through a licensed contracted Psychologist through the County office of Education. (.2 FTE)</p> <p>Provide Tier 2 SEL for individual and small groups of students. (.2 FTE)</p>	<p>See Other Inter LEA Contracts 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$24,912</p> <p>See Other Inter LEA Contracts 5000-5999: Services And Other Operating Expenditures LCFF \$26,775</p>	<p>Contracted Psychologist through the County office of Education 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$24,912</p> <p>Contracted through the County office of Education for Tier 2 SEL support 5000-5999: Services And Other Operating Expenditures LCFF \$26,775</p> <p>Hired SEL support aide to 2000-2999: Classified Personnel Salaries LCFF \$3,873</p>
<p>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.</p> <p>Provide opportunities for Redwood Prep students to participate in a variety of countywide events.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$1,550</p> <p>RS 1100 5000-5999: Services And Other Operating Expenditures Lottery \$1,800</p>	<p>Due to COVID -19 pandemic, many of the spring field trips were cancelled. 5000-5999: Services And Other Operating Expenditures LCFF \$1,228</p> <p>Due to COVID -19 pandemic, many of the spring events were cancelled. Students participated in the Science Fair, History Day, and Mathcounts. 5000-5999: Services And Other Operating Expenditures Lottery \$350</p>
2.13 Full implementation of PBIS/MTSS at Redwood Prep.	MTSS/PBIS Contract - HCOE and SWIS Software 5800: Professional/Consulting Services And Operating Expenditures LCFF \$500	Purchased PBISApps/SWIS in order to track student incidents. 5000-5999: Services And Other Operating Expenditures LCFF \$350

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF \$2,000	No supplies need, staff time only. 4000-4999: Books And Supplies LCFF \$0
2.14 Maintain personnel including highly qualified teachers and staff to support student learning.	1000-1999: Certificated Personnel Salaries LCFF \$583,033 2000-2999: Classified Personnel Salaries LCFF \$320,177 See RS 1400 - EPA Funds 1000- 1999: Certificated Personnel Salaries LCFF \$289,821 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$16,069	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF \$532,111 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF \$305,776 Certificated Salaries - EPA Funds 1000-1999: Certificated Personnel Salaries LCFF \$338,898 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$15,576
2.15 Moved to 2.10	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

- 2.4 Due to COVID-19 after school support was ended a cycle short
- 2.10 Served meals to free and reduced students. Purchased a Point of Sale system for the meal program to effectively track free and reduced meals. Due to COVID and the FESD district providing meals our costs were reduced.
- 2.11 Costs increased due to hiring SEL support aide.
- 2.12 Due to COVID -19 pandemic, many of the spring field trips in addition to many of the spring events were cancelled. Students participated in the Science Fair, History Day, and Mathcounts.
- 2.13 No supplies need, staff time only.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We successfully implemented all the actions and services from August 12th through March 13th. As a result of our school transition to full distance learning last spring and the statewide suspension of the Smarter Balanced(CAASPP) Assessment, we were unable to gather sufficient data to measure student academic achievement. Given the fact that everything about school operations shifted over the course of a weekend, Redwood Prep students, staff and families did an exceptional job transitioning to our new normal. Our team only took one week off to recalibrate and then we resumed educating our students through a distance format. Overall, our families remained engaged and supported teachers with learning at home. We're particularly proud of the way we continued services for students who qualify for Special Education. We developed learning plans that logged student needs and charted how to address them. We identified barriers to learning such as internet/technology, health/emotional challenges within the home and food scarcity and created systems to find solutions and support.

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3.1 School Pathways attendance reports</p> <p>CALPADS</p> <p>19-20 3.1 Maintain attendance rates at or above 95%.</p> <p>Baseline 3.1 Current attendance rate is 98%</p>	<p>3.1 Met 2020-2021 Attendance rate was 99%</p>
<p>Metric/Indicator 3.2 Family Survey</p> <p>19-20 3.2 Maintain 50% or higher participation rate in the annual Family Survey</p> <p>Baseline 3.2 81% of families responded in 2016-2017</p>	<p>3.2 Met - 54% of parents participated in the CHKS survey. 95% of parents participated in surveys related to school closures during the COVID-19 pandemic.</p>
<p>Metric/Indicator</p>	<p>3.3 Met Due to the COVID-19 pandemic, we do not have data from the 19-20 school year, so we will use data from the previous survey.</p>

Expected	Actual
<p>3.3 Attendance Logs at Back to School, Parent Conferences, State of the Pack meetings, Board meetings, Parent Council meetings.</p> <p>Volunteer Hour Logs</p> <p>Family Survey</p> <p>19-20</p> <p>3.3 Maintain high levels of parent participation at school events.</p> <p>Baseline</p> <p>3.3 Based on results from CHKS</p> <p>95% of parents attended a school or class event.</p> <p>83% served as a volunteer in this child’s classroom or elsewhere in the school.</p> <p>97% Attended a general school meeting</p> <p>53% attended a meeting of the parent-teacher organization</p> <p>97% have gone to a regularly scheduled parent-teacher conference with the child’s teacher</p>	<p>95% of parents attended a school or class event.</p> <p>83% served as a volunteer in this child’s classroom or elsewhere in the school.</p> <p>97% Attended a general school meeting</p> <p>53% attended a meeting of the parent-teacher organization</p> <p>97% have gone to a regularly scheduled parent-teacher conference with the child’s teacher</p>
<p>Metric/Indicator</p> <p>3.4 Meeting notes from Parent Council Staff Meetings Leadership Meetings Board Meetings</p>	<p>3.4 Met - Parents play a crucial role on the fund raising, parent council and facilities committees. Additionally we sought parent feedback with regard to school closure during the COVID-19 pandemic.</p>

Expected	Actual
<p>19-20 3.4 Maintain high levels of parent awareness and support of school policies and procedures.</p> <p>Baseline 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.</p>	
<p>Metric/Indicator 3.5 Student, Parent & Staff Surveys</p> <p>19-20 3.5 Empower students to participate in school decision making processes.</p> <p>Baseline 3.5</p>	<p>3.5 Met Students provided feedback via surveys and informal class discussions. A few of the decisions they influenced were - the naming of our school mascot, Justin Timberwolf, the selection of new equipment for our playground, choosing guest speakers for assembly, and problem solving related to use of the playground space when classes encountered conflict.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Redwood Prep will offer staff and parent education courses designed to increase family involvement and student success.</p>	<p>Mostly staff time, may need some materials 4000-4999: Books And Supplies LCFF \$1,000</p>	<p>Partnered with HCOE to provide course at no cost to school. 4000-4999: Books And Supplies LCFF \$0</p>
<p>3.2 Continue to update student handbooks and policies.</p>	<p>Staff Time only 1000-1999: Certificated Personnel Salaries LCFF \$0</p>	<p>Completed 1000-1999: Certificated Personnel Salaries LCFF \$0</p>
<p>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.</p>	<p>Mostly staff time, may need some materials 4000-4999: Books And Supplies LCFF \$500</p>	<p>Participated in the Healthy Kids Survey through the HCOE consortium, there was no charge. Staff time only. 4000-4999: Books And Supplies LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.4 Work with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.	Postage, Mostly staff time 5000-5999: Services And Other Operating Expenditures LCFF \$100	Postage and staff time 5000-5999: Services And Other Operating Expenditures LCFF \$100
3.5 Cover a portion of each parent and volunteer fingerprinting fee in order to encourage parent engagement and participation.	5000-5999: Services And Other Operating Expenditures LCFF \$1,000	Paid for a portion of the parent and volunteer livescan fees. 5000-5999: Services And Other Operating Expenditures LCFF \$973
3.6 Consolidated with 3.1	\$0	\$0
3.7 Consolidated with 3.1	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.1 Partnered with HCOE to provide course at no cost to school.

3.3 Participated in the Healthy Kids Survey through the HCOE consortium, there was no charge. Staff time only.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The strength and positivity of our school community came into sharp focus as we navigated through the 2019-2020 school year. We completed all the actions and services identified with the exception of offering parent classes. These were scheduled to begin in March but were cancelled when the state shut down in-person gatherings. We conducted several parent surveys and family meetings with high participation rates. The Director provided regular updates to our families and solicited input for ongoing decision making. Because we have such an engaged community, our school weathered the school year better than most.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased custodial services to keep our staff and students safe.	\$11,282	\$22,183	Yes
Supplies Purchased – 20/21 in order to run in person learning/our Hybrid model Picnic Tables & Benches Extra Playground Equipment Rental for storage Plexiglass for classrooms	\$19,913	\$24,168	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Custodial costs were increased due to timelines being extended for expending the funds and for additional revenues that were received.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

This year has been like no other. Redwood Prep was the first elementary/middle school to resume any in-person learning in Humboldt County. We've operated in a hybrid model of instruction since August 12th. Students are divided into stable learning groups with a maximum of 13 students. They attend school in person two full days a week and half-day on alternating Fridays. The most challenging aspect of providing in-person learning was creating, implementing and enforcing new safety protocols for students, staff and families. It has also been hard for students to be separated from their classmates that attend school on different days. We're proud of the fact that we are the only school that has students attend a full day when on campus. This allows us the opportunity to offer students normalized schedules, activities, curriculum and time to socialize.. One of our core values is to educate of the whole child; attending a full day of school supports that value. One of the unintended benefits of small learning groups has been the depth of knowledge and connection have with their students. We've noted the ability to cover a comparable amount of instruction because students are more focused and behavior more manageable in smaller groups. We started our year with 80% of our students in-person and as of April have 99% of students attending classes in the hybrid model. While there are a few silver-linings, this year has proven difficult for students and staff emotionally, and we all look forward to a return to daily in-person learning for all.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staffing was increased in order to manage the Distance Program. We hired a 1.0 teacher to take over TK and support middle school distance learners . We then moved our .6 TK teacher to be our dedicated distance learning teacher. Our STEAM teacher utilizes the .10 time formerly used to to teach 2nd grade on Fridays to serve as a mentor teacher to our newly designated distance teacher. 2nd grade teacher 0.10 FTE increase in order to plan and support students on Friday distance learning.	\$24,342	\$32,342	Yes
Paid for two Mifi units (\$677.77) Purchased more Chromebooks so Kindergarten and 1st Grade are 1:1. (\$3,538.23) All students have access to a device and wifi at home.	\$13,940	\$4,216	Yes
Purchased Edgenuity, distance learning curriculum for the entire school.	\$10,495	\$10,495	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Cost for staffing were increased in order to best serve our students needs in the distance learning program . Chromebooks were purchased and replaced as needed, all classrooms are 1:1.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

When looking at Distance Learning, there are two different models to consider. The first is distance learning for students in the hybrid model on their off-site days, the second is students who participated in full distance learning.

Continuity of Instruction -

Hybrid - Students who participate in the hybrid model began the year with 2.5 days a week of distance work. In January, we brought students back on alternating Fridays. In grades K-2, students were provided with a packet of work to complete at home and met with their classmates and teachers for morning meetings; in grades 3-8, students participate in morning meetings and join in class lessons for math, and some language arts activities. Students have made progress comparable to what we see in a normal school year. This is likely due to the fact that when they are in class, they are receiving more focused instruction within a small group setting.

Distance Only - We designated two part-time teachers to support students who participated in full distance learning. We purchased Edgenuity Learning Software to support students in all curricular areas on their individualized learning paths. At the start of our year we had 20% of our students (47) participating in distance learning; as of March 1st, there are 3. This speaks to the success of our hybrid model proving safe and attracting families back to some in-person learning. It also reflects the challenges of the distance program, particularly Edgenuity. It was not intuitive to parents or students, was not engaging and was a failure for our youngest learners. If we'd known in August what we know now, we never would have made the investment in a program like this. At the beginning of the year we all faced a steep learning curve with regard to distance learning. Our programs and services were much more effective in the Spring when our classroom teachers delivered instruction to all students. When we had two teachers take over the management of learning on Edgenuity, the quality of student academic experience was diminished. Our distance teachers worked hard to engage students and create community for students and families that were learning from home.

Access to Devices and Connectivity - We surveyed parents to determine technology and connectivity needs. We ordered class sets of Chromebooks for the kindergarten and first grade students to ensure every student had access to a device if necessary. We purchased Mifi units to support three families with connectivity issues. Overall, access and connectivity to technology has not been a barrier to student learning.

Pupil Participation & Progress- We are fortunate to be part of a school community that is connected. While many students and parents struggled this year with learning at home, all of our students attend class regularly and engage with the learning process. We've met frequently with families that face obstacles to find solutions and offer support. Motivation for completing assignments at home has been our biggest challenge. In the third trimester, we've been able to resume reading intervention and after school support in middle school for work completion. Our youngest learners in grades K-2 are hard hit by the loss of hands-on learning on their distance learning days. Maintaining a sense of fun and motivation for the learning process is one of the biggest challenges associated with distance learning. Another drawback has been the separation of kids from their peers who attend school in another cohort.

Distance Learning Professional Development- All our teachers were provided professional development with Edgenuity. We provided a mentor teacher to support our primary distance teachers in planning and implementing instructional opportunities.

Staff Roles & Responsibilities - Classroom teachers provide instruction to students on campus all day every day, and provide lessons for students at home for math in grades 4-8. In grades 7 & 8 students connect with their teacher during zoom for language arts. All teachers are responsible to connect with their students at least thirty minutes a day. Teachers accomplish this through online lessons and class meetings.

Support for Pupils with Unique Needs - We held amendment IEPs with each family to determine if there would be a change in minutes due to our hybrid model. All students we offered the opportunity to receive services in person whether they were on hybrid or distance learning models. Some students came in during designated distance learning days as set out on their IEPs, while some zoomed in. Students that were struggling to complete work independently at home were invited to come into school on their designated distance day to complete study hall. Additional aide time was provided to support these students. As a result, many students have received more support through out this year than they have in previous years. We continue to identify students eligible for special education and qualified a number of new students.

Specialized Academic Instruction - This is an area of success at Redwood Prep. We met with all families for amendment meetings to determine whether a temporary offer of FAPE was needed while in the hybrid. At the start of school, it was challenging to coordinate students getting on to their sessions when off-site and providing extra support with work completion. We adjusted by offering students that struggled to come on campus for services and/or study hall on their days off campus. We added extra aide time to provide support for those kids who were working on their assignments in the study hall. Ultimately, many students are receiving more support than they would receive in our traditional school format. Students who normally struggle with work completion still do; however, none of our students are slipping through the cracks and frequent communication with families is regular and ongoing.

English Learners - Redwood Prep serves three students that receive specialized English Language instruction. We provide services in person on the days they are on site. One student comes to school on off days for in person instruction and two meet with their teachers via zoom and/or google classroom on their off-site days.

Speech - Students receive services online through Presence Learning on campus or from home. Because this service is only offered online, there has been no change to offerings.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading & math intervention using Edgenuity	NA	NA	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Based on local assessments, we have not seen a large amount of learning loss with students this year. Students are making comparable learning growth as compared to previous years. We were unable to offer intervention services in the first and second trimesters because we did not have the space to accommodate services on campus. As the number of students receiving distance learning dwindled, we transitioned our distance teachers to reading intervention teachers. We're currently providing reading intervention for thirty students in grades K-6. We're providing sixteen seventh and eighth grade students support after school with work completion. We believe that the students most impacted academically have been our Kindergarten through 2nd graders. These students typically learn through hands-on learning activities that heavily rely on social elements. Our 1st and 2nd grade teachers report that all students have shown growth, but a greater number than usual have not met the benchmark standards in reading. Intervention for students in these grade levels, particularly those identified as EL or SED did prove effective, but were only available in the last trimester.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We've seen a marked reduction in student conflict and social-emotional issues this year. This may be a result of the small group learning environment within our stable learning groups. We strategically placed students into groups to avoid conflict. We continue to provide Tier 1 social-emotional support in classrooms through Second Step and Responsive Classroom. We have a social-emotional technician who works with students individually and in small groups to address social-emotional needs at Tier 2. Our school counselor provides individual support to students at Tier 3. We have continued using the Student Study Team to meet with parents as we develop action plans that address student academic and/or social-emotional needs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

This is an area of success for Redwood Prep. We have a highly engaged community of families. Using ZOOM for meetings (Board, IEP, Parent Council, Safety, Parent Conferences, Facilities and Graduation) has increased attendance from previous years. The Director provides updates at least once a month via email. When we've faced big decisions, we've sought parent feedback through surveys with high participation rates.

When students begin to show signs of decreased engagement with work completion or attendance, we've quickly scheduled meetings to address our concerns. Parents have been receptive and supportive.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

There has been little change with regard to school nutrition in the 2020-2021 school year. We make breakfast available to students on campus and have made it available to students on their off days as well.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A - We didn't have any additional actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We are most concerned about learning loss for our youngest learners (K-3) who missed out on the social and hands-on aspects of early learning. We plan to reinstate reading and math intervention for all students with a concentrated focus on reading intervention in grades 1-3. We will add increase aide time across all grade levels to ensure students have the support they need as they return to full classrooms after a year in the hybrid model. Behavior issues were nearly absent in the year we operated in the hybrid. We attribute this to social-distancing, the assignment of designated eating and play areas and strategic separation of students into learning groups. As we return to regular operations, we will hire aides for additional supervision at lunch so we can continue designating play areas to each class. During the hybrid model, aides played organized games with students during recess and lunch. This enabled everyone to be engaged with peers and greatly diminished student conflict. Parent engagement remained high with regard to the attendance at board meetings and we plan to encourage this engagement through the expansion of our parent council. Parents, teachers and students identified the need for students to reconnect socially and rediscover the joy of school. This impacted our focus for the parent council to plan, organize and implement student assemblies and activities. We also plan to expand our project based learning through the creation of a school garden. During a time that was financially difficult for many families, we saw a decrease in the consumption of school meals by our students. We want to expand our breakfast program from commodities based to homemade food. We've identified the need to do more to support families that are fatigued by at-home learning. We plan to offer afterschool tutoring to help students complete assignments that were not completed during the school day. To support parents with students in the socio-economically disadvantaged subgroup, we'll offer full or partial scholarships to the afterschool program and will cover the costs of fingerprinting to encourage their engagement at school and on field trips.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Ongoing assessment is a norm at our school. Because we are a small school with one class per grade level, our team members communicate student needs directly to the their class' next teacher. In the 21-24 LCAP, we've reinstated reading and math intervention for all students with a focus on our K-3 learners. Our MTSS team will continue the work of looking at student data to ensure students have the academic, behavioral and social-emotional supports they need to access the curriculum and make strides in their learning. We will pilot UDL in the 4th & 5th grade classrooms in the 21-22 school year and expand these practices in 22-24. Our Educational Specialist (special education teacher) and aides will push into classrooms to begin the process of minimizing pull-out services. UDL also offers access to content and the demonstration of learning in multiple ways which we believe will greatly impact student identified as SED.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All items we delivered as planned.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As we wrap-up the 2020-2021 school year, our priorities for the next three-year planning cycle are clear. We want to ensure we meet students where they are academically and social-emotionally. This requires the removal of barriers to access and a focus on equity (Action 2.16). We plan to return all students to onsite learning beginning August 9, 2021. We're analyzing how to ensure adherence to health and safety requirements from state and local health departments while bringing full classes of students back on campus. Factors that we're considering are cleaning protocols (Action 1.5), creating effective classroom and learning environments (including implementation of Universal Design for Learning. (Action 2.15)), providing additional social-emotional support (Action 2.10) and academic interventions (Action 2.4), and professional development for staff (Action 2.5) We've identified the need to increase opportunities for joy and connection by students, staff and families (Action 3.4). Finally, we hope to improve our nutrition program and provide greater support to students in the EL, SED, Foster & Homeless sub-groups. (Actions 2.1, 2.4, 2.5, 2.6, 2.9, 2.10, 2.15, 2.16, 2.17, 2.18)

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,971,196.00	1,919,985.00
	0.00	0.00
LCFF	1,577,457.00	1,624,479.00
LCFF Supplemental and Concentration	114,255.00	60,376.00
Lottery	46,604.00	12,521.00
Other	62,304.00	47,845.00
Special Education	128,263.00	126,321.00
Title I	37,397.00	43,001.00
Title IV	4,916.00	5,442.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,971,196.00	1,919,985.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,006,313.00	1,072,215.00
2000-2999: Classified Personnel Salaries	394,395.00	395,607.00
4000-4999: Books And Supplies	89,504.00	65,063.00
5000-5999: Services And Other Operating Expenditures	337,980.00	327,118.00
5700-5799: Transfers Of Direct Costs	7,200.00	7,200.00
5800: Professional/Consulting Services And Operating Expenditures	135,804.00	52,782.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,971,196.00	1,919,985.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	901,854.00	934,654.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	53,481.00	7,469.00
1000-1999: Certificated Personnel Salaries	Other	31,568.00	31,568.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	79,114.00
1000-1999: Certificated Personnel Salaries	Title I	19,410.00	19,410.00
2000-2999: Classified Personnel Salaries	LCFF	333,587.00	326,605.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	27,862.00	27,995.00
2000-2999: Classified Personnel Salaries	Special Education	14,959.00	17,416.00
2000-2999: Classified Personnel Salaries	Title I	17,987.00	23,591.00
4000-4999: Books And Supplies	LCFF	42,700.00	52,892.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	8,000.00	0.00
4000-4999: Books And Supplies	Lottery	38,804.00	12,171.00
5000-5999: Services And Other Operating Expenditures	LCFF	269,616.00	280,137.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	24,912.00	24,912.00
5000-5999: Services And Other Operating Expenditures	Lottery	7,800.00	350.00
5000-5999: Services And Other Operating Expenditures	Other	30,736.00	16,277.00
5000-5999: Services And Other Operating Expenditures	Title IV	4,916.00	5,442.00
5700-5799: Transfers Of Direct Costs	LCFF	7,200.00	7,200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	22,500.00	22,991.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	113,304.00	29,791.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	268,701.00	269,249.00
Goal 2	1,699,895.00	1,649,663.00
Goal 3	2,600.00	1,073.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$31,195.00	\$46,351.00
Distance Learning Program	\$48,777.00	\$47,053.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$79,972.00	\$93,404.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$31,195.00	\$46,351.00
Distance Learning Program	\$48,777.00	\$47,053.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$79,972.00	\$93,404.00



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dream It. Be It, Inc. (DIBI)	Krista Croteau Director	director@redwoodprep.org (707) 682-6149

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 2021-2022 school year marks our eleventh year of operation serving 221 students from transitional kindergarten through eighth grade. Our student demographics are as follows: 82.6% White, 14.7% Hispanic, and 2.7% Other. 30% of our students are identified as Socioeconomically Disadvantaged, 16% receive Special Education services, 6% 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 or trade school, 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 empower students to become self-motivated, lifelong learners. Utilizing assessments and data to guide our instruction, we ensure that all students reach their highest levels of academic achievement. Through participation in classroom, school, local and global communities, Redwood Preparatory Charter nurtures respect for diversity and civic responsibility. We 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 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As we transition from the unprecedented changes to school operations resulting from the Coronavirus Pandemic, we have many successes to celebrate and much to look forward to. Redwood Preparatory Charter took a one week break in Spring of 2020 and then began operating our learning program online through a distance model. We are proud of the fact that as we returned for the 2020-2021 school year, we were the first K-8 school in our county to resume in-person learning and the only school to invite students back to campus for full days of learning. Our staff worked with 50% of students in grades K-8 on campus in Monday/Wednesday or Tuesday/Thursday groups. Beginning in January, the student groups attended school on alternating Fridays as well. Our five TK students attended school daily Monday through Thursday and in January, added Fridays. The days students were not on campus, they met with teachers online and completed digital assignments. As we started the year, we had 47 students working in a full distance model, on the last day, there were three. While there were many difficult aspects of operating school through a global pandemic and in a hybrid format, there were several successes. Below are the highlights:

- Teachers and students made close connections due to the small group learning environment. Student surveys reflect that they felt safe and connected to adults on campus.
- Student conflict and behavior issues were greatly reduced. There were no suspensions.
- Students received instruction addressing all of the standards, instead of essential standards only.
- Despite masks and social distancing, students maintained social bonds due to the extra time they had on campus at lunch and during PE.
- We remained in regular contact with all of our families.
- Most families remained engaged and supported student learning at home on days students completed distance learning.
- We maintained SEL services for students as needed.
- Older students with IEPs were offered the opportunity to work on campus daily in a study hall setting if at-home supports were not feasible.
- Community activities were offered through the Family Events Committee to keep our family community connected.
- Despite huge changes, our staff remained connected and engaged with their work and each other.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard indicators reflect the following results based on CAASPP and local data from 2019 for all students. The rankings are from high to low - Blue, Green, Yellow, Orange, Red. Colors are only assigned to sub-groups with more than 30 students in academic areas.

Chronic Absenteeism: Blue

Suspension Rate: Blue

ELA: Green

Math: Yellow

We have academic ratings for two significant sub-groups:

Socio-economically disadvantaged (SED): ELA -Yellow, Math - Orange

White: ELA - Green, Math - Green

Identifying student academic needs for this LCAP looks differently than ever before due to the lack of local and state testing data in 2020. If we look at our student data from Spring 2019, the most significant need rests with serving our students identified as socio-economically disadvantaged (SED) in both language arts and mathematics. In order to improve the quality of instruction for all students, we will begin student centered coaching for all staff. This professional development model looks at student academic outcomes and works backward to determine how to improve instruction and scaffold student learning.

We do not have sufficient numbers of students in any of the other sub-groups to identify the needs of specific groups based on the California School Dashboard; however, as we looked into local student data, we discovered the need to improve services in English Language Arts (ELA) and Mathematics for students identified in both subgroups SED and Students with Disabilities (SWD). In order to support this area of need we will pilot the use of Universal Design for Learning (UDL) in the fifth grade in 2021-2022 and expand to all grades in the following two years. Universal Design for Learning meets students where they are academically, socially and emotionally and breaks down barriers that prohibit them from learning. This includes more student choice, multiple ways to exhibit learning, and increased student and educator reflection. We plan to utilize our Educational Specialist and Special Education Paraprofessionals to push into classrooms more and offer fewer pull-put services to create the least restrictive environments that meet the needs of our students with disabilities (SWD).

In an effort to ensure students receive adequate nourishment to ready their minds for learning, we plan to improve our breakfast meal program by preparing fresh food rather than pre-packaged commodities. We hope to attract more of our qualifying students to take advantage of free and reduced meals.

After a year and a half of students working from home at least part of the time, we anticipate a need to support them social-emotionally as they return to full classes and full weeks on campus. We're expanding our support for students by hiring a school counselor to work in tandem with our social-emotional technician. These employees will provide one-on-one and small group support to students who are struggling socially and/or emotionally. They'll also support teachers as they deliver instruction related to the development of social/friendship skills, problem solving, emotional regulation and citizenship.

Redwood Preparatory Charter takes pride in offering our students access to hands-on project based learning. Our staff surveys and student/family feedback indicated the need to get students excited about school and re-engaged with learning. Creating a school garden has been a long-term goal that we'll finally realize. The garden project will support our commitment educating the whole child; contribute to the meal program (eventually); and create ways for families to actively participate in school activities.

Family feedback also indicated the need for students to reconnect with each other and the staff. Our parent council will plan and implement student activities and assemblies that support this end.

Our teachers and staff commit themselves to ongoing professional development and growth. We plan to engage in deeper learning in the areas of trauma-informed practices in the classroom. We also plan to look at our policies and practices as they relate to equity to ensure all students and families can access school offerings to the greatest extent possible.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

As our students and staff return to school after a year in hybrid model, we are committed to meeting the members of our community wherever they are with regard to academics and social-emotional needs. It is our priority to support health for all in body mind and spirit by maintaining safe facilities, providing academic support and infusing a sense of joy in learning.

- Extend hands-on, project-based learning including the creation of a school garden. (Action 2.1)
- Increased academic support. (Action 2.4)
- Support of educator and paraprofessional growth and effectiveness through student-centered coaching. (Action 2.5)
- Expansion of the breakfast meal program. Action (2.9)
- Increased support for the social-emotional needs of our students. (Action 2.10)

- Eliminating barriers to student learning through the use of Universal Designs for Learning (UDL). (Action 2.15)
- Thorough examination and improvement of student assessment through the lens of equity with a focus on students. (Action 2.16)
- Increased family participation to plan and implement activities that strengthen our school community and promote a positive school-climate. (Action 3.4)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Parent Council Meetings

In October, January, March, April and May, draft copies of the annual update and LCAP were brought forth for review and input. One of the main functions of the Parent Council is to bring the parent perspective to our strategic planning.

Staff Meetings -

Certificated Weekly on Friday

The staff meets weekly and the focus is always an topic aligned to the LCAP/Business of the school.

Classified monthly (as needed) to problem solve

DIBI Board Meetings - 2nd Tuesday monthly

Members: Andrei Hedstrom, Pat Sorci, Sarah Poust, Martin Morris, Rachael Henry, Jason Austrus, Diane Garrison

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

Student Council Meetings - Student Council met monthly from November through May.

Facilities Team Meeting

The team meets monthly and the focus is always an topic aligned to the LCAP/safety. Some of the specific items addressed in our facilities meetings includes:

Surveys -

All - CHKS for staff, parents and students - January 2020

Parents -

January Check-in

April Academic Survey

Staff-

Certificated survey - January 2021

CARLA survey for staff March 2021

Students

May 2021

A summary of the feedback provided by specific stakeholder groups.

Parent Council Input: I

Increase family engagement by recruiting one or more parents from each grade level to participate in Parent Council and focus the group to create student activities. (Action 3.4)

Improvements to the meal program. (Action 2.9)

Concerns related to student social-emotional needs in the fall. (Action 2.4)

Staff Input:

The need for more feedback on their performance. (Action 2.5)

The need for increased support for students returning to the traditional school format academically. (Action 2.4)

Request for updated Promethean Boards in Special Education, 5th, 7th and 8th grades. (Action 2.6)

Upgrades to furniture that allow for flexibility to socially distance if needed and also group when allowed to do so. This furniture will replace the table seating we had that squeezed students closely together. These furniture upgrades will support the implementation of UDL.(2.15)

DIBI Board Input:

Improved ventilation in the classrooms (Action 1.6)

Return to our traditional school format

Support for the creation of counseling and maintenance positions. (Action 2.10)

Student Council Input:

More opportunities for fun and connection. (Action 3.4)

Facilities Committee Input:

Covered eating/outdoor learning area, not included at this time but something that we continue to research while we plan to update carpet and paint.

Improved ventilation by replacement of HVAC systems. (Action 1.6)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All of the feedback was adopted as actions or goals with the exception of a covered outdoor eating area. They are indicated next to each item above.

Goals and Actions

Goal

Goal #	Description
1	Provide a safe and productive learning environment for all students.

An explanation of why the LEA has developed this goal.

Maintaining a safe and clean environment for learning promotes student and staff wellness. As a charter school, we are fortunate to own our facilities and want to ensure they are maintained. The 2020-2021 school year was significantly impacted by the Coronavirus Pandemic; this crisis highlighted the importance of maintaining healthy school classrooms and facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Fall 2020 -Charter Safe Facilities Inspection Checklist or Facilities Inspection Tool (FIT)	1.1 Rating of Good on the FIT				Maintain a rating of Good on the FIT
1.2 Local Assessment of school safety data for staff training and emergency drills. 2020-2021	100% of staff met all mandated training thresholds. Emergency drills conducted monthly.				Maintain 100% compliance with mandated training and maintain monthly safety drills.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.3 Student Incident Reports 2019-2020	Incident reports from 2019-2020 numbered 168.				Decrease the number of incidents experienced by students each year over a three year period.
1.4 Surveys - Local & CA Healthy Kids Winter 2020	<p>Students - Do you feel safe at school?</p> <p>80% responded they felt safe all or most of the time.</p> <p>11% some of the time.</p> <p>9% Never</p> <p>Parents - The school is a safe place for students?</p> <p>59% Strongly Agree</p> <p>32% Agree</p> <p>5% Disagree</p> <p>1% Strongly Disagree</p> <p>2% Don't Know</p> <p>Staff - Our school is a safe place for staff?</p> <p>86% Strongly Agree</p> <p>14% Agree</p>				Maintain or increase the % of students, parents & staff who believe the school is safe.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% Disagree or Strongly Disagree.				
1.5 Notes from MTSS/PBIS Teams including academic interventions, SST, 504, IEP, SEL, staff meetings and parent conferences	2020-2021 Student learning/academic, SEL and/or behavioral needs are identified by the MTSS team, communicated with parents and addressed in a timely manner at least once per trimester.				Maintain regular review of student data through MTSS team.
1.6 CTC/CALSASS documents	2020-2021 100% of teaching staff is appropriately credentialed for the students they are teaching.				Maintain appropriate teaching assignments of teachers.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Facilities/Lease	1.1 Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students. Including ongoing facilities costs, utilities and other day to day expenses pertaining to facilities, operations and maintenance.	\$275,567.00	No

Action #	Title	Description	Total Funds	Contributing
2	1.2 Safety Training & Materials	<p>1.2 Analyze school safety systems and update them as needed to provide a safe school environment for all students.</p> <p>Staff will participate in mandatory school safety training.</p> <p>Staff and students will participate in regular and ongoing safety and emergency preparedness drills and courses. Including but not limited to: ALICE, Digital Citizenship, Puberty/Sex Education.</p> <p>Safety tools, materials, and professional development will be purchased to ensure optimal school safety.</p>	\$5,000.00	No
3	1.3 Safety & State Reporting/Compliance	1.3 Maintain our contract with School Pathways for our student information system, in order to provide the state with required records and track student safety information.	\$4,300.00	No
4	1.4 Safety / School Nurse	1.4 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.	\$4,000.00	No
5	1.5 Custodial & Maintenance	Employ custodial and maintenance workers to maintain a clean campus in good repair.	\$74,808.00	No

Action #	Title	Description	Total Funds	Contributing
		Purchase of PPE and cleaning supplies in order to provide in-person instruction to our students.		
6	1.6 Ventilation & Air Quality	Improve air quality in classrooms and offices. We plan to leverage our dollars saved in deferred maintenance with grant funding to make the greatest impact.	\$65,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Improve Academic Achievement for All Students

An explanation of why the LEA has developed this goal.

Redwood Preparatory Charter strives to create a learning environment that supports the academic growth of all students. We aim to meet students where they are and remove barriers to learning so they can grow to the greatest extent possible. We recognize that each student comes to us with a unique set of interests, strengths and challenges. Our goal is to develop student skills and knowledge while inspiring creativity and perseverance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 ELA CAASPP results reported on dashboard and Dataquest.	2.1 2019 61% of all students met or exceeded the ELA standards. Green on CA School Dashboard - 19 pts. above standard.				2.1 Improve assessment data for all students in English Language Arts as reflected on the CA School Dashboard.
2.2 Math CAASPP results reported on dashboard and Dataquest.	2.2 2019 48% of all students met or exceeded the mathematics standards.				2.2 Improve assessment data for all students in mathematics as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Yellow on CA School Dashboard - 3.3 pts. below standard.				reflected on the CA School Dashboard.
2.3 CAASPP results for students identified within the economically disadvantaged (SED) sub-group	2.3 2019 54% of SED students met or exceeded the standards in ELA..2 points below standard. 41% of SED students met or exceeded the standards in math. 28 pts. below standard.				2.3 Improve assessment data for SED students in mathematics and ELA as reflected on the CA School Dashboard.
2.4 CAASPP results for students identified within the students with disabilities (SWD) sub-group reported on dashboard and Dataquest.	2.4 2019 29% of SWD met or exceeded the standards in ELA. 35.2 pts. below standard. 25% of SWD met or exceeded the standards in math.70.1 pts. below standard.				2.4 Improve assessment data for SWD students in mathematics and ELA as reflected on the CA School Dashboard.
2.5 CAST results reported on Dataquest.	2.5 2019 36% of all 5th & 8th grade students met or exceeded the science				2.5 Improve scores on the CAST for 5th and 8th grade students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards on the CAST.				
2.6 Attendance Rates School Pathways attendance reports CALPADS, CA School Dashboard	2.6 2020-2021 Attendance rate was 99% Chronic Absenteeism - Blue				2.6 Maintain attendance rates at or above 95%. Maintain a Blue on the CA School Dashboard for Chronic Absenteeism.
2.7 SIS,LCFF Dashboard, CALPADS 8.1b	2.7 Suspension Rate 2019-2020 - 0.4% 2020-2021 - 0% District 2 - 5% State - 2.5% 0 Expulsions 0 Middle School Dropouts				2.7 Maintain a suspension rate for all student groups below 2.5%. Maintain 0 expulsion rate Maintain 0 Middle School Dropouts
2.8 Staff Survey/Curriculum Audit	2.8 Spring 2021 100% of coursework/assessments are aligned to the				2.8 Maintain 100% alignment of course offerings & assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CCSS & Next Gen standards				
2.9 Course Offerings, School Activities & Events, Student & Staff Surveys	2.9 Teaching the Whole Child/Small Groups 2020-2021 Students in grades K-8 accessed the STEAM lab at least once a week				2.9 Maintain innovative and engaging 21st Century Instructional programs for all students in grades TK-8.
2.10 English Language Learners	2.10 Spring 2021 100% of ELL students receive integrated EL supports				2.10 Maintain integrated supports for 100% of ELL students.
2.11 Students with Disabilities	2.11 2020-2021 Year 100% of the parents of with children identified as SWD attended and participated in IEP meetings.				2.11 Maintain 100% attendance rates for parents at IEPs.
2.12 Staff Survey & Course Offerings	2.12 Spring 2021 100% - All students, including SWD subgroup have access				2.12 Maintain access to a broad course of study for all students, including those

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to a broad course of study.				identified in the SWD sub-group.
2.13 Staff Survey & Curriculum Audit	2.13 Spring 2021 100% of students have access to standards aligned instructional materials.				2.13 Maintain access for all students to standards aligned instructional materials.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Small Classes Through Project Based Learning/STEAM	2.1 Maintain STEAM and project based learning programs. This program allows us to reduce class size by half during math, language arts or writing instruction, so teachers can specifically focus on instruction with unduplicated students	\$117,250.00	Yes
2	2.2 Digital Curriculum/Assessments	2.2 Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies. Examples: NWEA, Moby Max, etc.	\$10,000.00	No
3	2.3 Traditional Curriculum & Materials i.e. Savaas	2.3 Provide research-based curriculum and enrichment materials that are aligned with CCSS and NGSS.	\$37,029.00	No

Action #	Title	Description	Total Funds	Contributing
4	2.4 Intervention/Rtl	<p>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 with a focus on Math & Language Arts.</p> <p>Differentiate instruction for high achieving students.</p> <p>Fund stipends for certificated staff to support students identified as SED, SWD, EL, or RFEP through after-school tutoring and homework support.</p>	\$132,296.00	Yes
5	2.5 Professional Development & Coaching	<p>2.5 Provide training and professional development opportunities for staff with a focus on UDL, CCSS, NGSS, CAASPP, SEL, Restorative Practices, STEAM, PBIS/MTSS, and PBL.</p> <p>Designate collaborative time for certificated and classified staff.</p> <p>Provide release of time and substitute teacher funding for professional growth opportunities through site visits, and training to improve math instruction and intervention practices with English Learners and low income pupils.</p> <p>Institute student centered coaching across all grade levels.</p>	\$18,176.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	2.6 Technology Upgrades & Lending	<p>2.6 Maintain and upgrade internet systems and repair technology, as needed, to provide adequate services for all classrooms.</p> <p>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.</p> <p>Provide funding for repair and replacement of technology tools as needed to implement school programs.</p> <p>Add a Promethean Board to the Resource Class.</p> <p>Upgrade Promethean Boards in grades 5, 7 & 8.</p>	\$61,500.00	Yes
7	2.7 Speech Services	2.7 Provide Speech services to our students.	\$46,782.00	No
8	2.8 Educational Specialist	2.8 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.	\$91,459.00	No
9	2.9 Nutrition Program	2.9 Provide a daily meal for students all students targeted toward students identified as SED. Expand meal offerings to include freshly prepared meals. Upgrade kitchen appliances as needed to accommodate a growing nutrition program.	\$50,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	2.10 SEL - Counseling & School Psychologist	<p>2.10 Contract with HCOE to provide cognitive & social-emotional assessment to our students.(.2 FTE)</p> <p>Ensure students receive support for behavioral and social-emotional counseling services to our students through a shared Counselor (.4 FTE)</p> <p>Provide curriculum and supplies to support social-emotional learning.</p>	\$72,688.00	Yes
11	2.11 Field Trips	<p>2.11 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.</p> <p>Provide opportunities for Redwood Prep students to participate in a variety of countywide events.</p>	\$2,900.00	No
12	2.12 .MTSS/PBIS	2.12 Student learning/academic, SEL and/or behavioral needs are identified by the MTSS team, communicated with parents and addressed in a timely manner at least once per trimester.	\$1,000.00	No
13	2.13 Highly Qualified Teachers	2.13 Maintain personnel including highly qualified teachers and staff to support student learning.	\$1,307,537.00	No

Action #	Title	Description	Total Funds	Contributing
14	2.14 Attendance	2.14 Work with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.	\$300.00	No
15	2.15 Universal Design for Learning	2.15 Plan and Implement Universal Design for Learning in grades TK-8.	\$28,000.00	No
16	2.16 Equity	2.16 Staff and Parents audit policies, practices and cultural norms to ensure all students and families have access to high quality educational experiences as well as community engagement & support.	\$1,000.00	Yes
17	2.17 Music	2.17 Provide all students access to music instruction, specifically SED students.	\$20,670.00	Yes
18	2.18 Afterschool Program Scholarships for Unduplicated	2.18 Provide free or reduced afterschool care for SED, Foster & Homeless Students	\$32,100.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Maintain a positive school climate with involved parents and engaged students.

An explanation of why the LEA has developed this goal.

We understand and value the importance of a strong and active community. Our students will be happier, healthier and learn more if they feel like they belong. They'll also do better if their families are well informed and engaged with our school. Shared leadership and community are core values at Redwood Prep. This means we actively seek input from parents, students and staff to inform our decision-making processes. When our stakeholders are aligned with the mission, vision and values of our school, we can accomplish great things for our community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Parent Participation on Surveys Local Family Survey or CHKS	3.1 2020 CHKS 70% of families responded to the CHKS.				3.1 Maintain a participation rate of 70% or more on the annual surveys.
3.2 Community Connection Student, Parent, Staff Connection Student Surveys - Local & CHKS	3.2 2021 Students - Do you believe that teachers and other adults on campus care about them.				3.2 Maintain or improve the percentage of students, parents and staff that are engaged and connected to the school community.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>84% - Yes - All or most of the time</p> <p>15% - Yes - Some of the time</p> <p>0.85%(1) answered No Never</p> <p>2020 - Parents - School encourages me to be an active partner with the school in educating my child?</p> <p>62% Strongly Agree</p> <p>30% Agree</p> <p>4% Disagree</p> <p>1% Strongly Disagree</p> <p>4% Don't Know</p> <p>2020 - Staff - This school is a supportive & inviting place for staff to work?</p> <p>75% Strongly Agree</p> <p>14% Agree</p> <p>4% Disagree</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3.3 Parent Engagement at School Events</p> <p>Meeting notes from Parent Council</p> <p>Staff Meetings</p> <p>Leadership Meetings</p> <p>Board Meetings</p> <p>Student Council</p>	<p>3.3 Maintain high levels of parent participation in school events.</p> <p>Based on 2019 data</p> <p>95% of parents attended a class or school event</p> <p>83% served as a volunteer on campus</p> <p>97% attended a parent-teacher conference</p>				<p>3.3 Maintain or improve the level of parent engagement with school programs, events and activities.</p>
<p>3.4 Shared Leadership</p> <p>Meeting notes from Parent Council</p> <p>Staff Meetings</p> <p>Parent Council</p> <p>Leadership Meetings</p> <p>Board Meetings</p> <p>Student Council</p> <p>Fundraising Committee</p>	<p>3.4 Empower students, staff, parents and community members to participate in school decision making processes.</p> <p>2020-2021</p> <p>Student Council - 9 students, 2 teachers</p> <p>Board - 5 parents, 1 grandparent, 1 community member</p>				<p>3.4 Maintain or improve stakeholder participation in the shared leadership process.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Committee Family Events Committee Grandparents in Action	Parent Council - 8 parents, 1 staff Fundraising - 4 parents, 1 teacher Facilities - 6 parents, 2 staff Family Events - 2 staff Leadership - 3 board members, 4 teachers, 2 classified, 1 administrator 2019-2020 Grandparents in Action - 4				

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Parent Education	3.1 Redwood Prep will offer staff and parent education courses designed to increase family involvement and student success.	\$500.00	No
2	3.2 Open House & Back to School	3.2 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses.	\$400.00	No
3	3.3 Fingerprinting	3.3 Cover a portion of each parent and volunteer fingerprinting fee in order to encourage parent engagement and participation.	\$1,600.00	Yes
4	3.4 Parent Council/Student Assemblies & Events	3.4 Increase parent participation and expand the role of the Parent Council. The group will be focusing on activities for students in addition to bringing in speakers and experiences.	\$10,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.28%	\$110,392

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Continue funding a portion of the STEAM lab position, by creating smaller class sizes for classroom teachers to provide small group and direct instruction. (Action 2.1)

Continue after school tutoring and homework tutor program targeting all TK-8th grade low income, EL, FY, and RFEP students by providing stipends to credentialed teachers (Action 2.4)

Student centered coaching with a focus on UDL and best practices to support students identified as EL, Foster Youth, or SED as well as SWD.(Action 2.5)

Fund the new meal program for our SED students (Action 2.9)

Hire a 0.4 FTE School counselor (Action 2.10)

A portion of the secretary's position to assist with the services we provide to our SED students. (Action 2.14)

Work with families who are chronically tardy. (2.14)

Provide music instruction for students who cannot afford private music lessons. (Action 2.17)

Provide free or reduced afterschool care for students identified as SED. (Action 2.18)

Fully cover the cost of fingerprinting for parents who's family qualifies as SED (Action 3.3)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Reasoning for use of funds:

Reducing barriers for parent involvement in our school community.

Alleviate stresses for families by providing afterschool work competition and free/reduced scholarships for students to attend after school.

Reducing barriers to accessing curriculum and technology for our unduplicated population.

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

Coaching teachers to improve the effectiveness of their instruction with an emphasis of meeting the need of low income, English learners, foster and homeless 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.

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

Create small class sizes during core instruction while implementing next gen science standards in the STEAM lab.

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.

Expenditures specified for targeted subgroups meet or exceed the 5.28% Minimum Proportionality threshold.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,001,256.00	\$323,717.00	\$600.00	\$147,240.00	\$2,472,813.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,795,380.00	\$677,433.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Facilities/Lease	\$275,567.00				\$275,567.00
1	2	All	1.2 Safety Training & Materials	\$5,000.00				\$5,000.00
1	3	All	1.3 Safety & State Reporting/Compliance	\$4,300.00				\$4,300.00
1	4	All	1.4 Safety / School Nurse	\$4,000.00				\$4,000.00
1	5	All	1.5 Custodial & Maintenance	\$23,808.00	\$6,000.00		\$45,000.00	\$74,808.00
1	6	All	1.6 Ventilation & Air Quality	\$65,000.00				\$65,000.00
2	1	Low Income	2.1 Small Classes Through Project Based Learning/STEAM	\$24,705.00	\$22,950.00		\$69,595.00	\$117,250.00
2	2	All	2.2 Digital Curriculum/Assessments		\$10,000.00			\$10,000.00
2	3	All	2.3 Traditional Curriculum & Materials i.e. Savaas	\$37,029.00				\$37,029.00
2	4	English Learners Foster Youth Low Income	2.4 Intervention/Rtl	\$45,801.00	\$58,326.00		\$28,169.00	\$132,296.00
2	5	English Learners Foster Youth Low Income	2.5 Professional Development & Coaching	\$12,000.00	\$1,700.00		\$4,476.00	\$18,176.00
2	6	English Learners Foster Youth Low Income	2.6 Technology Upgrades & Lending	\$4,000.00	\$57,500.00			\$61,500.00
2	7	Students with Disabilities	2.7 Speech Services		\$46,782.00			\$46,782.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	Students with Disabilities	2.8 Educational Specialist		\$91,459.00			\$91,459.00
2	9	Low Income	2.9 Nutrition Program	\$50,951.00				\$50,951.00
2	10	English Learners Foster Youth Low Income	2.10 SEL - Counseling & School Psychologist	\$72,688.00				\$72,688.00
2	11	All	2.11 Field Trips	\$2,900.00				\$2,900.00
2	12	All	2.12 .MTSS/PBIS		\$1,000.00			\$1,000.00
2	13	All	2.13 Highly Qualified Teachers	\$1,307,537.00				\$1,307,537.00
2	14	All	2.14 Attendance	\$300.00				\$300.00
2	15	All	2.15 Universal Design for Learning		\$28,000.00			\$28,000.00
2	16	English Learners Foster Youth Low Income	2.16 Equity	\$1,000.00				\$1,000.00
2	17	Low Income	2.17 Music	\$20,670.00				\$20,670.00
2	18	English Learners Foster Youth Low Income	2.18 Afterschool Program Scholarships for Unduplicated	\$32,100.00				\$32,100.00
3	1	All	3.1 Parent Education			\$500.00		\$500.00
3	2	All	3.2 Open House & Back to School	\$300.00		\$100.00		\$400.00
3	3	Low Income	3.3 Fingerprinting	\$1,600.00				\$1,600.00
3	4	All	3.4 Parent Council/Student Assemblies & Events	\$10,000.00				\$10,000.00
4	1	All						
4	2	All						
4	3	All						
4	4	All						
4	5	All						
4	6	All						
4	7	All						
4	8	All						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	9	All	4.9 Technology Updates					
4	10	All						
4	11	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$265,515.00	\$508,231.00
LEA-wide Total:	\$265,515.00	\$508,231.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	2.1 Small Classes Through Project Based Learning/STEAM	LEA-wide	Low Income	All Schools	\$24,705.00	\$117,250.00
2	4	2.4 Intervention/Rtl	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,801.00	\$132,296.00
2	5	2.5 Professional Development & Coaching	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$18,176.00
2	6	2.6 Technology Upgrades & Lending	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	\$61,500.00
2	9	2.9 Nutrition Program	LEA-wide	Low Income	All Schools	\$50,951.00	\$50,951.00
2	10	2.10 SEL - Counseling & School Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,688.00	\$72,688.00
2	16	2.16 Equity	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
2	17	2.17 Music	LEA-wide	Low Income	All Schools	\$20,670.00	\$20,670.00
2	18	2.18 Afterschool Program	LEA-wide	English Learners	All Schools	\$32,100.00	\$32,100.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Scholarships for Unduplicated		Foster Youth Low Income			
3	3	3.3 Fingerprinting	LEA-wide	Low Income	All Schools	\$1,600.00	\$1,600.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.