

**STAFF REPORT**  
**Redwood Prep Business Agenda Item A**

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**DATE:** 6/12/19  
**FROM:** Director - Krista Croteau & CBO - Tiara Brown  
**SUBJECT:** Approval of 2019-20 Local Control Accountability Plan (LCAP)

**LCAP Goals:**

**Goal 1:** *Provide a safe and productive learning environment for all students*

**Goal 2:** *Improve Student Achievement*

**Goal 3:** *Improve regular student attendance, parent involvement, and continued school engagement*

**Petition Core Values:**

1. *Academic Rigor*
2. *Strong Sense of Community*
3. *Social Responsibility*
4. *Shared Leadership*
5. *Well-Rounded Students*

**BACKGROUND/SUMMARY:**

Our staff and parent council have worked to develop the 2019-2020 LCAP over the course of the 2018-2019 school year. This plan lays out how we plan to align our budget and resources with the identified needs of our school. This LCAP is the final year of a 3 year strategic plan. It addresses whether we met the goals and objectives laid out in the previous LCAP. We considered input from our parents through our Family Survey, Parent Council Meetings, Facilities Committee Meetings, Leadership Team Meetings, and direct communication. The teachers have analyzed student assessment data and made recommendations for student achievement and program and curriculum improvement and safety measures.

Changes to next year's LCAP by Goal:

**Goal 1**

- Consolidated Actions 1.2 and 1.3, all safety into one action. We have added fund to match any difference from the USDA grant for the PA/Emergency Response (Bell) System.
- In addition we plan to add more cameras, and lighting if possible.
- Removed Action 1.5, program has ended and all facilities expenses are included in 1.1
- Action 1.6 became Action 1.4

**Goal 2**

- We are continuing to develop our Tier two math interventions. (Action 2.4)
- Develop meaningful differentiation, specifically for students that are achieving above grade level (Action 2.4)
- Added full implementation of NGSS standards (Action 2.3)
- We consolidated Action 2.10 and 2.7 with 2.4 to include all student intervention in one action.
- We will be offering a meal one five days a week for all free and reduced students. ( Was Action 2.15, NOW Action 2.10)

**Goal 3**

- Actions 3.6 and 3.7 were consolidated with 3.1

This document has been reviewed by a representative at HCOE and we received positive feedback about the changes we've made. Additionally, we must approve the Federal Addendum, this document will take the place of our LEA plan and describes our use of federal funds.

**RECOMMENDED ACTION:**

1. Receive staff presentation and review questions with staff
2. Open public comment.
3. Close public comments.
4. Motion to approve 2019-20 Local Control Accountability Plan (LCAP) with the 2019-20 LCAP Federal Addendum

**Attachments:**

2019-20 LCAP Parent Budget Summary

2019-20 Local Control Accountability Plan (LCAP)

2019-20 LCAP Federal Addendum

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood Preparatory Charter

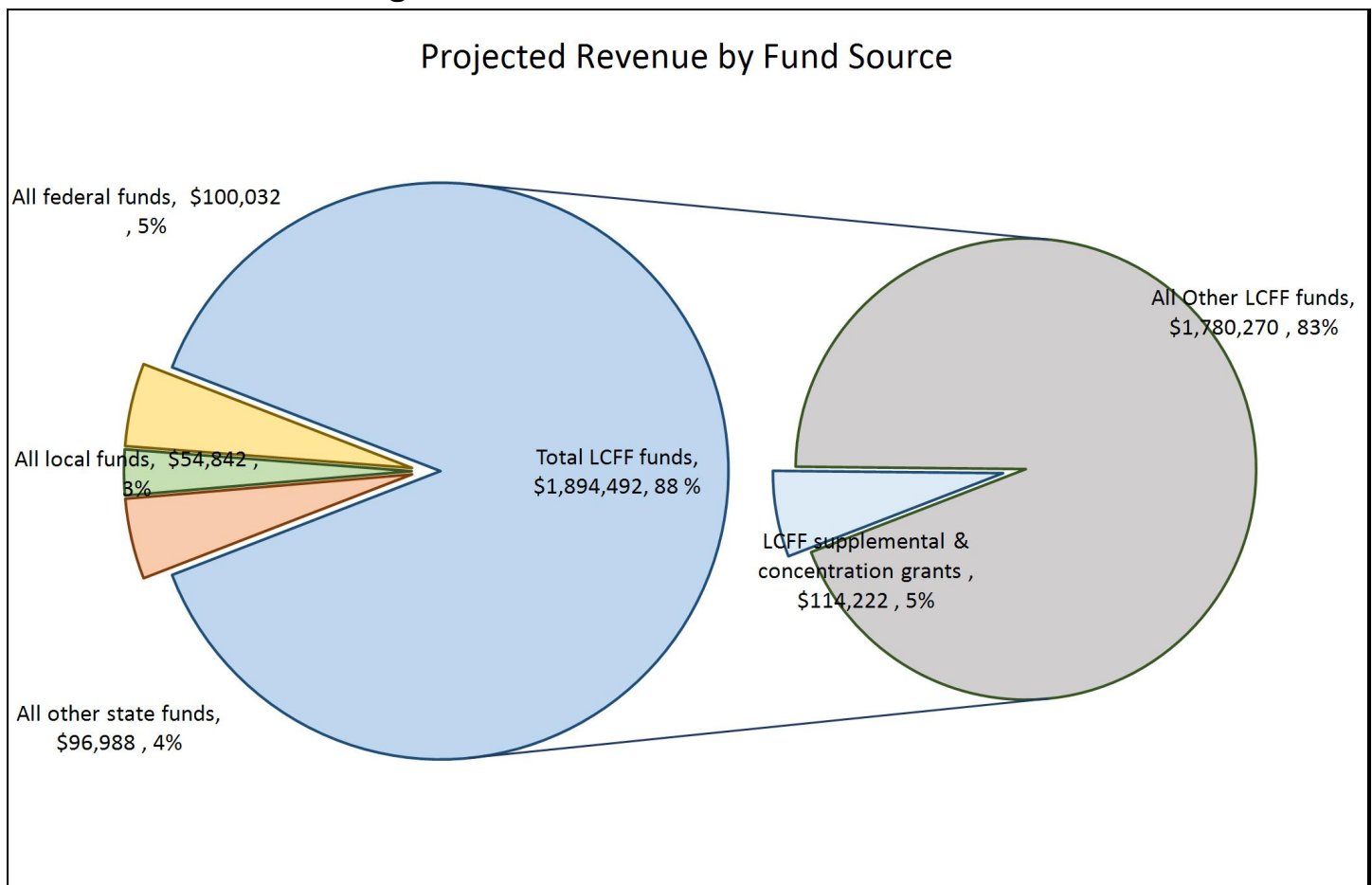
CDS Code: 12-76802-0124164

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

LEA contact information: Krista Croteau, Director

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

## Budget Overview for the 2019-20 LCAP Year

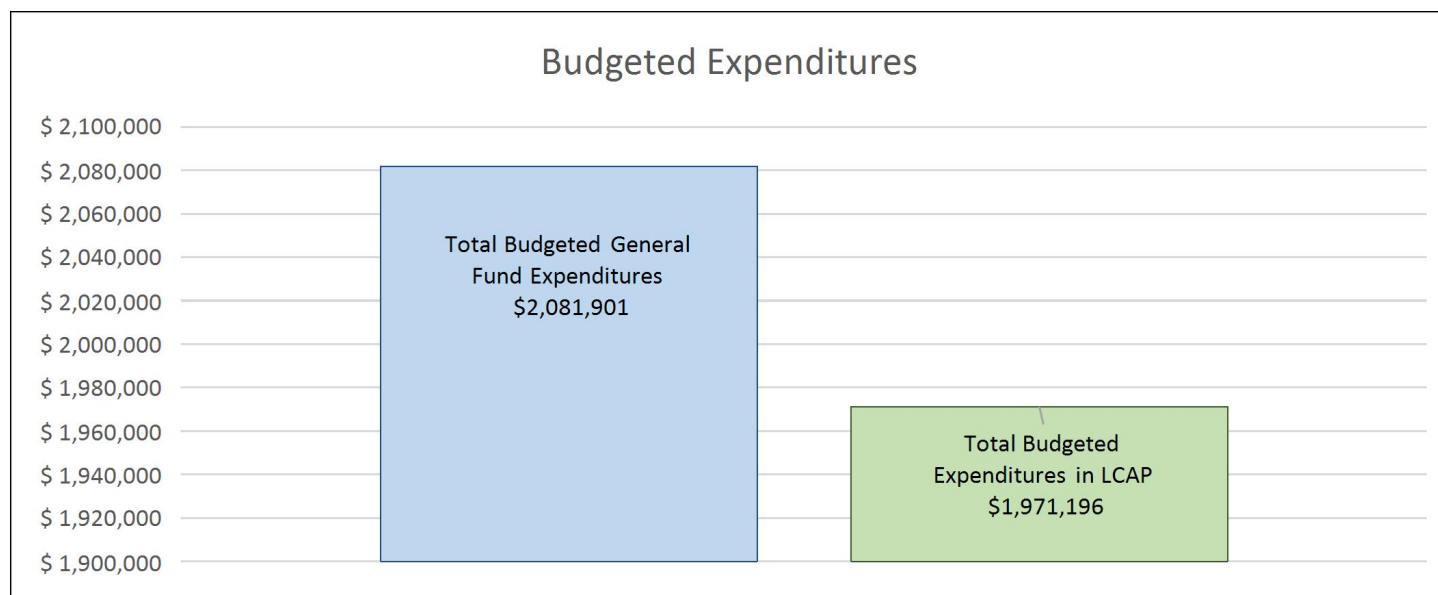


This chart shows the total general purpose revenue Redwood Preparatory Charter expects to receive in the coming year from all sources.

The total revenue projected for Redwood Preparatory Charter is \$2,146,354, of which \$1,894,492 is Local Control Funding Formula (LCFF), \$96,988 is other state funds, \$54,842 is local funds, and \$100,032 is federal funds. Of the \$1,894,492 in LCFF Funds, \$114,222 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 Redwood Preparatory Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Redwood Preparatory Charter plans to spend \$2,081,901 for the 2019-20 school year. Of that amount, \$1,971,196 is tied to actions/services in the LCAP and \$110,705 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses excluded from the LCAP include:

General Materials and Supplies,

Admin Professional Development,

Co-Op Contract (All district pay the County Office of Education for support with Title 1 reporting. It allows for Humboldt county to report as a unified unit.)

HERC Contract (The

County Office of Education library membership. It includes class resources, professional development and discounted supplies.)

HCOE Network Contract - Every district pays into the Network contract for financial programs and Special Education Software.

Audit - As required by law, every school must have their attendance, financials and processes audited.

Oversight Fee- The fee we pay to the FESD for oversight and sports facilities use.

Legal Fees

HCOE Excess Costs

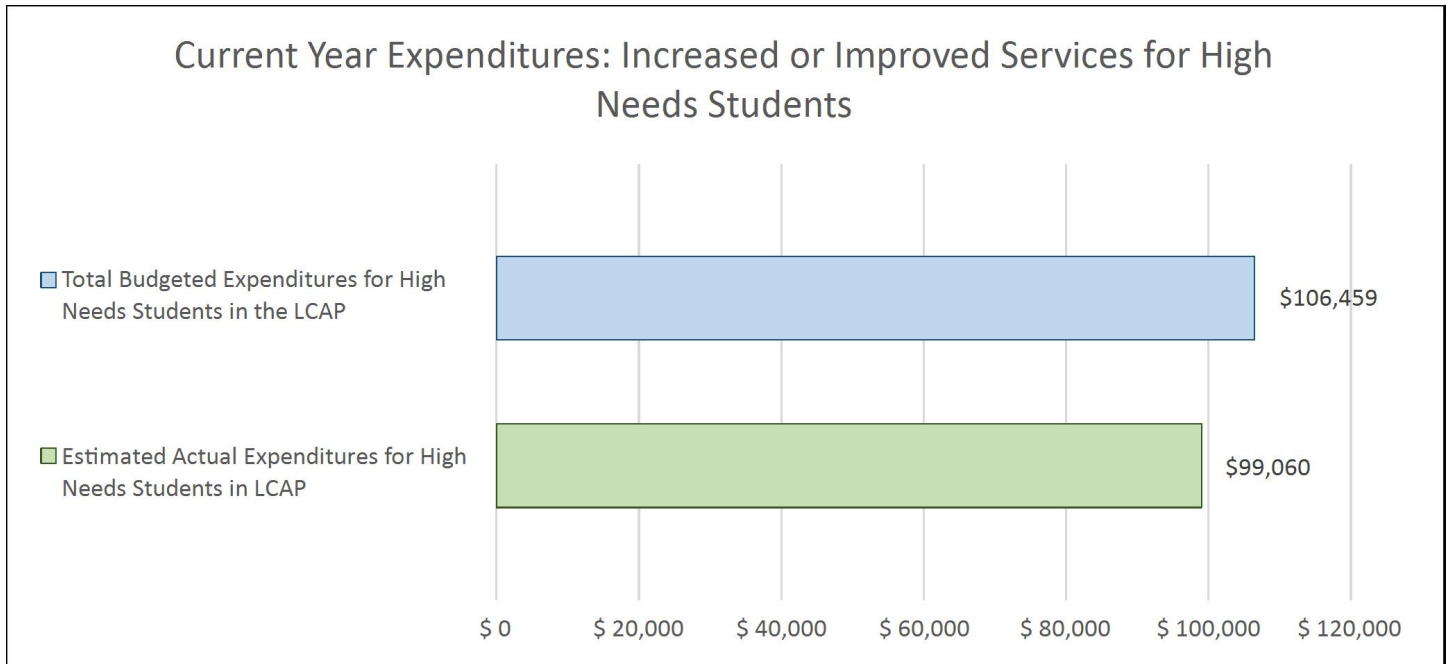
## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Redwood Preparatory Charter is projecting it will receive \$114,222 based on the enrollment of foster youth, English learner, and low-income students. Redwood Preparatory Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Redwood Preparatory Charter plans to spend \$114,222 on actions to meet this requirement.



# LCFF Budget Overview for Parents

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



This chart compares what Redwood Preparatory Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redwood Preparatory Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Redwood Preparatory Charter's LCAP budgeted \$106,459 for planned actions to increase or improve services for high needs students. Redwood Preparatory Charter estimates that it will actually spend \$99,060 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-7,399 had the following impact on Redwood Preparatory Charter's ability to increase or improve services for high needs students: We did not purchase a curriculum as planned, we were able to offer the same quality service at a much lower cost. Students were not negatively impacted.



# Local Control Accountability Plan

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

# and Annual Update (LCAP) Template

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

## 2017-20 Plan Summary

### The Story

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

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

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

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



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

According to the California School Dashboard, we have much to celebrate and growth still to be made.

## LCAP Highlights

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

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

Our priorities include:

- \*Continued school safety and facilities improvement. ( Action 1.1, 1.2, 1.3)
- \*Increased achievement in math for all students and especially students identified as socioeconomically disadvantaged (SED). ( Action 2.3, 2.4, 2.11, 2.13, 2.14)
- \*Continue development/ planning and implementation of PBIS/MTSS. (Action 2.13)
- \*Provide social emotional learning (SEL) for all students. (Action 2.11)
- \*Continue implementing a systematic coaching plan for our teachers. (Action 2.6)
- \*Decreased suspension rates with a focus on Hispanic students. (Action 2.13, 2.11, 3.2, 3.4)
- \*Increasing student empowerment. ( Action 1.1, 1.2, 2.1, 2.4, 2.10, 2.11, 2.13, 3.1, 3.2)
- \*Development and implementation of a meal program. (Action 2.10)
- \*Continue to update policies. (Action 3.2)

## Review of Performance

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

## Greatest Progress

- \*This year the number of students who met or exceed the standards in English Language Arts (ELA) and Mathematics increased. (Outcome 2.1)
- \*We created a STEAM lab with a credentialed teacher to service all students in grades K-8 with a focus on the Next Generation Science Standards. (Action 1.1)
- \*Staff attended ALICE training and worked with local law enforcement to provide students and staff with updated safety protocols. (Action 1.2 & 1.3)

- \*We contracted for counseling services for our students. (Action 2.11)
- \*We gained valuable information through local surveys to improve the quality of services to students, families and staff. (Action 3.3)
- \*Our suspension rate declined by 3.2%. We started tracking student behavior incidents using the School Wide Information System (SWIS). (Action 2.13)
- \*We updated our Petition and our charter was renewed by FESD for 5 years
- \* Successfully negotiated an updated MOU. (Budget Summary Expenditure)
- \*We worked with our Legal-Council to update policies and handbooks. (Budget Summary Expenditure)
- \*We provided creative play opportunities to students on our playground. (Action 1.1)

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

## **Greatest Needs**

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

\*Improving achievement in math for our unduplicated students, specifically those identified as socio-economically disadvantaged (SED.) (Action 2.1,2.2,2.3,2.4,2.5,2.6,2.7, 2.10, 2.11, 2.13, 2.14)

We will continue to fine-tune Tier 2 math intervention; this includes:

- \*Extra staffing,
- \*After-school intervention
- \*Updated curriculum.

We've determined that one of the biggest challenges in bringing up math scores for students identified as SED, is that 27% of those students also have IEPs.

\*Decrease our suspension rate. We will continue to implement PBIS, provide social/emotional support, and engage in restorative practices when appropriate. We must specifically decrease the rate of suspensions for students identified as Hispanic. (Action 2.13)

\*Development of a meal/breakfast program. (Action 2.10)

\*Update student policies (Action 3.2)

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

## Performance Gaps

Based on the California School Dashboard:

1. Average math scores for students identified in the SED category are 29.3 points below students identified as White. In order to increase achievement in this sub-group we plan to:

- \*Improve the quality of Tier 2 intervention by moving it outside the the regular school-day. (Action 2.4)

- \*Provide students with 1 meal a day (Action 2.10)

- \*Continue to offer access to technology at home through our check-out system (Action 2.6)

- \*Continuation of the after school accountability lab (Action 2.4)

- \*Use of differentiated math program for math facts in grades 3-6 and special education. (Action 2.4)

- \*Increased use of CAASPP interim assessments (Action 2.2)

- \*Continued opportunities for staff professional development (Action 2.6)

2.. The suspension rate for Hispanic students increased by 3.2%. This increase accounts for this subgroup falling into the red category on the dashboard. In 2017-18 we had 17 students in this subgroup, and three were suspended. As indicated in the Review of Needs sections, we will continue to work towards fewer suspensions for students in all subgroups. Methods used include:

- \*Continued implementation of PBIS (Action 2.13)

- \*Provide Tier 1 & 2 behavior supports to address behavior/social-emotional needs of our students, (Action 2.5,2.11,2.13)

- \*Use restorative practices and alternative discipline measures (Action 2.5,2.11,2.13)

- \*Develop positive and caring relationships with students and families (Action 2.5,2.11,2.13, 3.1,3.2, 3.3,3.4)

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

## **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.

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 1

Provide 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><b>Metric/Indicator</b> 1.1 Charter Safe Facilities Inspection Checklist or Facilities Inspection Tool (FIT)</p> <p><b>18-19</b> 1.1 Maintain a School Facilities Inspection rating of good or better</p> <p><b>Baseline</b> 1.1 Annual Charter Safe Facilities Inspection Checklist or FIT indicates school conditions at level of Excellent</p>	<p>1.1 Met - Our facility was inspected using the FIT tool and was found to be in Good Condition.</p>
<p><b>Metric/Indicator</b> 1.2 Local Assessment of school safety data for staff training and emergency drills.</p>	<p>1.2 Met 100% of staff completed all legally mandated training.</p>

Expected	Actual
<b>18-19</b> 1.2 Maintain 100% completion rate of state mandated training by staff <b>Baseline</b> 1. 2 100% of school staff have completed mandated safety training.	
<b>Metric/Indicator</b> 1.3 Student Incident Reports  <b>18-19</b> 1.3 Maintain safety on the playground and reduce the number of reported incidents from the previous year. <b>Baseline</b> 1.3 Collect student incident reports gathered during non-classroom time.	1.3 Met . The total number of playground incidents from August to April was decreased from 95 in 2017-2018 to 80 in 2018-2019.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students. As well as facilities ongoing costs, utilities and other day to day expenses pertaining to facilities, operations and maintenance.	1.2	5000-5999: Services And Other Operating Expenditures LCFF \$194,591	Included in these cost are unexpected facility expenses related to poor installation by Impact Modular, RPC is currently pursuing a reimbursement of \$15,000. Additionally, the board approved moving forward with a contract for \$2,850 to manage a vermin problem. Additional custodial time was spent to insure a clean and safe campus. 5000-5999: Services And Other Operating Expenditures LCFF \$221,362

		4000-4999: Books And Supplies LCFF \$8,250	Materials included in 5000 expenses- line above. 4000-4999: Books And Supplies LCFF \$2,736
		Custodian 2000-2999: Classified Personnel Salaries LCFF \$10,871	Additional time spent in the summer cleaning. 2000-2999: Classified Personnel Salaries LCFF \$13,000

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Staff will participate in mandatory school safety trainings. Staff and students will participate in regular and ongoing safety and emergency preparedness drills and courses. Safety tools, materials, training will be purchased as needed to ensure optimal school safety.	1.2 Training certifications show that 100% of staff completed the mandated trainings. Safety inspections and logs reflect ongoing monitoring and safety drills	Safety Materials 4000-4999: Books And Supplies LCFF \$500	Emergency kit supplies, walkie-talkie replacements and other safety materials. 4000-4999: Books And Supplies LCFF \$852
		Training 5000-5999: Services And Other Operating Expenditures LCFF \$3,000	Received free training through Charter Safe 5000-5999: Services And Other Operating Expenditures LCFF \$1,652

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Analyze school safety systems and update, as needed, to provide a safe school environment for all students.	1.3 Working with local law enforcement to continue to implement safety systems.	4000-4999: Books And Supplies LCFF \$1,000	Provided as planned. 4000-4999: Books And Supplies LCFF \$1,000

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Maintain the student information system.	1.4 Provided as planned, see billing invoices.	5000-5999: Services And Other Operating Expenditures LCFF \$4,700	Provided as planned, see billing invoices. 5000-5999: Services

And Other Operating  
Expenditures LCFF \$3,784

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Implement Prop 39 solar project with the help of RCEA consultants.	1.5 Solar was completed as planned, RFP for final Zero Net Energy study going out in April 2019.	See RS - MG 0037 - Prop 39 funds 5000-5999: Services And Other Operating Expenditures Other \$208,032	Prop 39 Funds 5000-5999: Services And Other Operating Expenditures Other \$175,836

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Continue contracting with FESD to provide nurse services, all required health screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements.	1.6 Provided as planned, see billing invoices. Projected a requested increase in services that was not needed.	See Other Inter-Lea Contracts RS 3310 5000-5999: Services And Other Operating Expenditures Special Education \$4,800	See Other Inter-Lea Contracts RS 3310 5000-5999: Services And Other Operating Expenditures LCFF \$4,000

## Analysis

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

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

We effectively implemented all actions and services in Goal 1.

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

Our facilities and safety committees meet regularly to address needs as they arise. As a result, we accomplished the actions and outcomes identified in our LCAP.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1, The total increase was \$21,257. Included in these cost are unexpected facility expenses related to poor installation by Impact Modular; RPC is currently pursuing a reimbursement of \$15,000. Additionally, the board approved moving forward with a contract for \$2,850 to manage a vermin problem. Additional custodial time was spent to insure a clean and safe campus.

Action 1.2, Provided as planned, we were able to use our insurance company's free training's to save money.

Action 1.4, Provided as planned, contract was less than what was projected.

Action 1.6, Services provided as planned. Contracted based on use, used services as needed.

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

Consolidated Actions 1.2 and 1.3, (all safety) into one action. We have added funds to match any difference from the USDA grant for the PA/Emergency Response (Bell) System.

In addition we plan to add more cameras, and lighting if possible.

Removed Action 1.5, program has ended and all facilities expenses are included in 1.1

Action 1.6 became Action 1.4

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 2

Improve Student Achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>2.1</p> <p>California School Dashboard</p> <p>CAASPP Results</p> <p><b>18-19</b></p> <p>2.1 Maintain a green rating or better for all students in math and ELA.</p>	<p>2.1 Met</p> <p>ELA: On average the 137 students who were assessed scored 29.2 points above standard, this is a 7.4 point increase from last year. 66% of students met or exceeded standards.</p> <p>Math : On average the 137 students who were assessed scored 5.5 points below standard, this is a 6.9 point decrease from last year. 53% of students met or exceeded standards.</p>

## Expected

### Baseline

2.1 Overall CAASPP results that merit a green rating in math and ELA on the CA School Dashboard.

#### CAASPP Results

ELA 58% of 3-8 grade students met or exceeded standards in 2017.

Math - 50% of 3-8 grade students met or exceeded the standards in 2017.

### Metric/Indicator

2.2 Local Assessments

NWEA Winter - Grades 2-8

Writing/Language Use

Reading

Math

### 18-19

2.2 Maintain or improve the average percentage of students in grades 2-8 who meet or exceed the standards in

Writing/Language Use

Reading

Math

### Baseline

Average percentage of students who meet or exceed standards according to the NWEA Assessment.

Writing/Language Use - 74%

Reading - 78%

Math - 69%

### Metric/Indicator

2.3 California School Dashboard subgroup - SED

### 18-19

2.3

Math

The indicator for students identified as SED will improve from yellow to blue above.

ELA

## Actual

2.2 Not Met Our local scores indicate that the percentage of students who meet or exceed standards in Language, Reading and Math have fallen.

As of April 1st, the overall scores are as follows:

Writing/Language Use - 70%

Reading- 70 %

Math - 57%

### 2.3 Partially Met

Math - There were 49 students identified in this subgroup, on average they are 27.1 points below standard. On the whole the group dropped 1.5 points from last year. This indicator fell to orange.

ELA - There were 49 students identified in this subgroup, on average the group grew by 13.3 points. On the whole the group declined by 3.6 points from last year.

This indicator is now green.

## Expected

The indicator for students identified in the SED category will be maintained at blue or green

### Baseline

2.3 CAASPP  
Math Orange Indicator  
ELA Blue Indicator

### Metric/Indicator

2.4 IEP Progress Monitoring

### 18-19

2.4 100% of students identified as SWD will demonstrate progress towards their IEP goals

### Baseline

2.4 Annual IEP

### Metric/Indicator

2.5  
Course Offerings  
Meeting Agendas/Notes  
Local Student/ Staff Surveys

### 18-19

2.5 Maintain innovative and engaging 21st Century Instructional programs for all students

### Baseline

2.5 100% of students K-8 participate in STEAM & Project Based Learning

### Metric/Indicator

2.6 LCFF Dashboard

### 18-19

2.6 Decrease suspension rate to 3% or less.

### Baseline

## Actual

2.4 Met - Assessment data included in student IEPs, all student are making progress.

2.5 Met - Replaced our Art and Technology program and implemented a new dynamic STEAM program by a credentialed teacher.

2.6 Met - Our suspension rate was 3.9% indicating a 3.2% decline from last year.

## Expected

2.6.  
7.1% suspension rate with red indicators across all significant subgroups.

### Metric/Indicator

2.7 Director Evaluation

### 18-19

2.7 100% of curriculum is aligned to CCSS and Next Generation Standards.

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

## Actual

2.7 Met - Based on our staff survey and review of programs during petition renewal, we are 100% aligned.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Evaluate current project based learning and STEAM programs, implement changes as needed.	2.1 Provided as planned, see billing invoices.	RS 1100 4000-4999: Books And Supplies Lottery \$9,741	RS 1100- Purchase supplies as needed, expecting \$6,000 by 6/30/19, still waiting on Teacher reimbursements 4000-4999: Books And Supplies Lottery \$6,000
		RS 6300 4000-4999: Books And Supplies Lottery \$4,800	Purchase on an as need basis, no purchases from RS 6300 4000-4999: Books And Supplies LCFF \$0
		RS 3010 1000-1999: Certificated Personnel Salaries Title I \$28,687	RS 3010 - Additional fund received 1000-1999: Certificated Personnel Salaries Title I \$47,835

RS 1400 -EPA 1000-1999:  
Certificated Personnel Salaries  
LCFF \$51,562

Received a grant to cover a  
portion of the STEAM salary, no  
EPA funds were required to fund  
this position. RS- 5820 1000-  
1999: Certificated Personnel  
Salaries Title V \$31,568

## Action 2

### Planned Actions/Services

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

### Actual Actions/Services

2.2 Provided as planned, see  
billing invoices.

### Budgeted Expenditures

5000-5999: Services And Other  
Operating Expenditures LCFF  
\$12,159

### Estimated Actual Expenditures

Provided as Planned. 5000-5999:  
Services And Other Operating  
Expenditures LCFF \$11,050

## Action 3

### Planned Actions/Services

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

### Actual Actions/Services

2.3 Provided as planned, see  
billing invoices.

### Budgeted Expenditures

RS 1100 4000-4999: Books And  
Supplies Lottery \$7,800

### Estimated Actual Expenditures

RS 1100 - Increase in 6300,  
purchased items as needed.  
4000-4999: Books And Supplies  
Lottery \$4,100

RS 0001 4000-4999: Books And  
Supplies Supplemental and  
Concentration \$5,000

RS 0001 4000-4999: Books And  
Supplies LCFF Supplemental and  
Concentration \$0

RS 6300 4000-4999: Books And  
Supplies Lottery \$5,325

RS 6300 - Increase in projected  
income 4000-4999: Books And  
Supplies LCFF \$10,000

## Action 4

### Planned Actions/Services

2.4 Intervention programs and  
tools will be assessed, previewed,  
altered as needed, and funded to

### Actual Actions/Services

2.4 Provided as planned, see  
billing invoices.

### Budgeted Expenditures

2000-2999: Classified Personnel  
Salaries Title I \$8,207

### Estimated Actual Expenditures

2000-2999: Classified Personnel  
Salaries Title I \$8,300

provide support for low income, EL, FY, RFEP, and any struggling students.

Maintain current funding for intervention/RTI services.

One time expense for materials \$0

See 4310 Supplies 4000-4999: Books And Supplies LCFF \$500

One time expense in past year for materials \$0

Purchase as needed. \$0

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Provide training and professional development opportunities for staff with a focus on differentiation, CCSS, CAASPP, SEL, Restorative Practices, STEAM and PBL.	2.5 Provided as planned, see billing invoices. Will continue to work on developing meaningful differentiation.	RS 4035 5000-5999: Services And Other Operating Expenditures Title IV \$4,005	Summer professional development retreat happening in June, expecting to expend \$4,000 5000-5999: Services And Other Operating Expenditures Title VI \$4,000
Implement a professional coaching plan for certificated staff. Provide release time for professional development, observations and peer coaching.		5000-5999: Services And Other Operating Expenditures LCFF \$11,500	5000-5999: Services And Other Operating Expenditures Lottery \$7,177
Designate collaborative time for certificated and classified staff.		Subs 1000-1999: Certificated Personnel Salaries LCFF \$12,000	1000-1999: Certificated Personnel Salaries LCFF \$12,000
Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with English Learners and low income pupils.			

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>2.6 We replaced the entire middle school fleet and continue to upgrade items as needed. We purchased replacement ipads for K &amp; 1st grade, we contracted for student monitoring and backup options for safety.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$18,000</p> <p>See Equipment 4000-4999: Books And Supplies LCFF \$8,000</p>	<p>Estimated \$18,000, \$14,357 to date on contracted services for IT and computer work. 5000-5999: Services And Other Operating Expenditures LCFF \$18,000</p> <p>Ipads, Two computer fleets 4000-4999: Books And Supplies \$18,757</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.7 Fund stipends for certificated staff to support 6-8 grade students identified as SED, SWD, EL, or RFEP in math through after-school tutoring and homework support.</p>	<p>2.7 Provided as planned, see billing invoices.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,000</p>

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.8 Provide Speech services to our students.</p>	<p>2.8 Provided as planned, see billing invoices.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Special Education \$35,000</p>	<p>\$22,394 to date, expected \$36,000 by end of the year 5000-5999: Services And Other Operating Expenditures Special Education \$36,000</p>



2000-2999: Classified Personnel Salaries Special Education \$13,303

RS 6500 - Additional Support Needed 2000-2999: Classified Personnel Salaries Special Education \$15,513

## Action 9

### Planned Actions/Services

2.9 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.

### Actual Actions/Services

2.9 Provided as planned.

### Budgeted Expenditures

RS 6500 5800: Professional/Consulting Services And Operating Expenditures Special Education \$66,739

RS 3310 2000-2999: Classified Personnel Salaries Special Education \$4,165

### Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Special Education \$70,407

RS - 3310 2000-2999: Classified Personnel Salaries Special Education \$4,250

## Action 10

### Planned Actions/Services

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

### Actual Actions/Services

2.10 Provided as planned.

### Budgeted Expenditures

Non Profit Contribution Not Applicable Locally Defined \$500

### Estimated Actual Expenditures

Services provided as planned. Expenses included in 2.14. 1000-1999: Certificated Personnel Salaries Locally Defined \$500

## Action 11

### Planned Actions/Services

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

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

### Actual Actions/Services

2.11 Provided as planned.

### Budgeted Expenditures

See Other Inter LEA Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$34,775

RS 1100 4000-4999: Books And Supplies Lottery \$2,000

### Estimated Actual Expenditures

Increased time to add contract for Social Emotional Support for students. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$51,000

5700-5799: Transfers Of Direct Costs LCFF \$0

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	2.12 Provided as planned, see billing invoices. Students attended events such as: Math Counts Spelling Bee Redwood Logging Conference 6-8th went to Crater Lake Sumeg Villiage Blue Ox Mills Tour OIT university tour I Have Been Admitted to College Visited trades such as glassblowing	5000-5999: Services And Other Operating Expenditures Title VI \$2,900	We do not receive Title VI, we planned to use Title IV, but instead Only lottery funds were used. 5000-5999: Services And Other Operating Expenditures Title VI \$0
Provide opportunities for Redwood Prep students to participate in a variety of countywide events.		Rs 1100 5000-5999: Services And Other Operating Expenditures Lottery \$1,800	Currently \$670, Expecting \$1,200 by end of year 5000-5999: Services And Other Operating Expenditures Lottery \$1,200

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13 Plan and implement PBIS/MTSS at Redwood Prep.	2.13 Provided as planned,purchased School Wide Information System (SWIS) software and contracted with HCOE for PBIS support. See billing invoices.	RS 1100 4000-4999: Books And Supplies Lottery \$1,500	PBIS Posters 4000-4999: Books And Supplies Lottery \$986
			SWIS & HCOE 5000-5999: Services And Other Operating Expenditures Lottery \$762

## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.14 Maintain personnel highly qualified teachers and staff to support student learning.	2.14 Provided as planned, see billing invoices.	1000-1999: Certificated Personnel Salaries LCFF \$639,405	1000-1999: Certificated Personnel Salaries LCFF \$587,212

		2000-2999: Classified Personnel Salaries LCFF \$340,878	LCFF, Title I, Sup/Concentration 2000-2999: Classified Personnel Salaries LCFF \$350,201
		See RS 1400 - EPA Funds 1000-1999: Certificated Personnel Salaries LCFF \$215,639	1000-1999: Certificated Personnel Salaries LCFF \$288,194
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,924	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$18,906

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.15 Research creative ways to provide free snacks and/or alternative lunch options for students.	2.15 Provided as planned, offered lunch one day a week to free and reduced student, see billing invoices.	4000-4999: Books And Supplies LCFF \$3,500	\$1653 currently, expecting to be \$2,300 by 6.30.19 4000-4999: Books And Supplies LCFF \$2,300

## Analysis

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

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

All actions and services were implemented in an effort to meet our goal.

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

ELA: On average the 137 students who were assessed scored 29.2 points above standard, this is a 7.4 point increase from last year. 66% of students met or exceeded standards.

Math : On average the 137 students who were assessed scored 5.5 points below standard, this is a 6.9 point decrease from last year. 53% of students met or exceeded standards.

In order to reduce suspension rates and improve school climate we implemented PBIS/MTSS, school counseling, a Social-Emotional curriculum for all students , and received training in restorative practices.

Overall all our student achievement grew in some areas and diminished in others. ELA was an area of growth. Math achievement continues to be an area of need especially within the SED subgroup. In looking deeply at our scores, it is worth noting that several students in the SED category also have IEPs in math. This year 4 out of 9 classroom teachers were brand new to their grade level. This may have affected the overall performance of our students on local assessments. The school suspension rate fell markedly, however we still received a red indicator on the dashboard for suspensions of students within the Hispanic sub-group. We believe this is due to the small number of students in this subgroup in relation to our overall population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action 2.1, no RS 6300 was needed, used RS 1100 to purchase items as needed. Received Student Achievement Grant (RS 5820) to cover a portion of the new STEAM position.

For action 2.3, No RS 0001 was needed, purchase materials as needed, still waiting on teachers to submit reimbursements but we are projecting spending \$3,200 less.

For action 2.6, more was spent on Technology due to our aging fleet. We are currently working on a plan to strategically replace over the next few years.

For action 2.7, ending up contracting with a certificated teacher on staff to provide a more quality instruction. Savings due to only needing one staff member instead of two.

For action 2.11, due to the lack of Highly Qualified candidates, we contracted with HCOE for Social Emotional Support in addition to Psychology services. This resulted in increased cost.

For action 2.12, Students participated in several community events and attended field trips, teachers took advantage of several free opportunities and there are several coming up in May.

For action 2.15, with this being a new program we were not sure what to cost or interest would be. We provided the services as planned.

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

We merged the scores from NWEA local indicators Reading & Language to ELA (Outcome 2.2)

We are continuing to develop our Tier two math interventions. (Action 2.4)

Develop meaningful differentiation, specifically for students that are achieving above grade level (Action 2.4)

Added full implementation of NGSS standards (Action 2.3)

We consolidated Action 2.10 and 2.7 with 2.4 to include all student intervention in one action. (Action 2.4)

We will be offering a meal one five days a week for all free and reduced students. ( Was Action 2.15, NOW Action 2.10)

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 3

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><b>Metric/Indicator</b> 3.1 School Pathways attendance reports</p> <p>CALPADS</p> <p><b>18-19</b> 3.1 Maintain attendance rates at or above 95%.</p> <p><b>Baseline</b> 3.1 Current attendance rate is 98%</p>	<p>3.1 Met - Our attendance rate is 98.9%</p>
<p><b>Metric/Indicator</b> 3.2Family Survey</p> <p><b>18-19</b> 3.2 Maintain 80% or higher participation rate in the annual Family Survey</p> <p><b>Baseline</b> 3.2 81% of families responded in 2016-2017</p>	<p>3.2 Met - We had an 84% participation rate in the annual Family Survey.</p>

## Expected

### **Metric/Indicator**

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

Volunteer Hour Logs

Family Survey

### **18-19**

3.3 Maintain high levels of parent participation at school events.

### **Baseline**

3.3 Based on results from CHKS

95% of parents attended a school or class event.

83% served as a volunteer in this child's classroom or elsewhere in the school.

97% Attended a general school meeting

53% attended a meeting of the parent-teacher organization

97% have gone to a regularly scheduled parent-teacher conference with the child's teacher

### **Metric/Indicator**

3.4 Meeting notes from  
Parent Council  
Staff Meetings  
Leadership Meetings  
Board Meetings

### **18-19**

3.4 Maintain high levels of parent awareness and support of school policies and procedures.

### **Baseline**

## Actual

3.3 Met - We have seen increased parent participation in school leadership committees, activities and events.

We administered a local survey in 2018-19, the results indicate 92% of parents maintained high levels of parent participation at school events

3.4 Met - Updated and printed out the parent handbook for each parent and passed out a hard copy.

We administered a local survey in 2018-19, the results indicate:

93% were aware of the Technology use policy

97% responded that they are aware of our Core Values.

93% have read and support the Petition, Mission and Vision

94% know where to find information about our school

## Expected

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.

### Metric/Indicator

3.5 Student, Parent & Staff Surveys

**18-19**

3.5 Empower students to participate in school decision making processes.

### Baseline

3.5

## Actual

3.5 Met - Students impacted school decision making by selecting vendors for student meals, collaborating with the facilities committee regarding playground issues, and lobbied for partitions in the boys bathroom.

## Actions / Services

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

### Action 1

#### Planned Actions/Services

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

#### Actual Actions/Services

3.1 Parents learned about math standards at math Night. We also provided training for parents on Internet Safety and Human Trafficking.

#### Budgeted Expenditures

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

#### Estimated Actual Expenditures

### Action 2

#### Planned Actions/Services

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

#### Actual Actions/Services

3.2 Accomplished as planned.

#### Budgeted Expenditures

Staff Time only 1000-1999: Certificated Personnel Salaries LCFF \$0

#### Estimated Actual Expenditures

Survey was completed and new parent hand book was adopted. A hard copy was printed for each child and reviewed with parents during the pre-school assessment. 4000-4999: Books And Supplies LCFF \$1,130

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses	3.3 Accomplished as planned. Parent Survey sent out 1/7/19, Parent teacher conferences has a 100% attendance rate for Fall & Spring.	Mostly staff time, may need some materials 4000-4999: Books And Supplies Lottery \$400	A hard copy was printed for each child and reviewed with parents during the pre-school assessment. 4000-4999: Books And Supplies LCFF \$1,467

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Work specifically with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.	3.3 Letters were sent out to families with chronically tardy students. The Director contacted and met with families who continued to have challenges arriving to school on time.	Postage 5000-5999: Services And Other Operating Expenditures Lottery \$100	5000-5999: Services And Other Operating Expenditures LCFF \$100

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Cover a portion of each parent and volunteer fingerprinting fee in order to encourage parent engagement and participation.	3.5 Accomplished as planned, see billing invoices.	5000-5999: Services And Other Operating Expenditures LCFF \$1,600	Covered a portion of parent livescan fees 5000-5999: Services And Other Operating Expenditures LCFF \$500

#### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Redwood Prep will offer staff and parent education courses designed to increase family involvement and student success.	3.6 Love & Logic Training offered in Spring 2019. Director is collaborating with HCOE & ERVA to develop parent training on Internet Safety.	Staff time only, May need some materials, Funded by DIBI 4000-4999: Books And Supplies Locally Defined \$200	4000-4999: Books And Supplies Locally Defined \$200



Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Develop and implement an orientation for all new families at Redwood Prep	3.7 The Director is meeting with all new families individually to provide orientation.	Advertisement and Materials 4000-4999: Books And Supplies LCFF \$1,500	A new parent handbook was developed by Parent Council and adopted by the DIBI board. A hard copy was printed for each child and reviewed with parents during the pre-school assessment. 4000-4999: Books And Supplies LCFF \$1,500

Analysis

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

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

All actions and services were implemented.

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

The strength of our organization is a direct result of parent engagement and involvement. Our shared leadership model allows for parent involvement in all aspects of our organization . We received positive feedback on our school survey. Based on formal and informal parent/student and teacher feedback, we will continue to update student policies; especially with regard to athletic eligibility and participation in 8th grade graduation activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action 3.2 and 3.3 the cost were increased due to the increase cost of printing enough copies for all parent at Trimester 1 conferences and a copy of the Parent Handbook at the beginning of the year assessments.  
For Action 3.5, we continue to cover parent based on need. With the enrollment this year primarily included sibling in Kindergarten causing a savings due to parents having completed it in previous years. Next year we will have several new families and will need a larger budget.

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

Actions 3.6 and 3.7 were consolidated with 3.1

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

### 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.

In February, the group reviewed parent survey results, based on input from parents:

- - Add more cameras, and lighting if possible for safety. (Action 1.1)
- - Develop meaningful differentiation, specifically for students that are achieving above grade level (Action 2.4)
- - Parking lot continues to be an area of discussion, looking at ways to remedy this.
- - Discussed using Low Performing grant for math fact support and adding more support to classroom during math instruction.
- - Consolidated actions 3.6 and 3.7 with 3.1 to make one action for parent surveys and orientation.

### Staff Meetings/Input

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

- - Consolidated Actions 1.2 and 1.3, all safety into one action. We have added fund to match any difference from the USDA grant for the PA/Emergency Response (Bell) System.
- - Removed Action 1.5, program has ended and all facilities expenses are included in 1.1
- - Staff will continue to look at flexible seating options. (Action 1.1)
- - By adding additional activities to the play area like the creative play space, we have seen a decrease in negative student behavior on the playground. We will continue to add to the space and implement PBIS. (Action 1.1, 2.13)
- - Action 1.6 became Action 1.4
- - Continue with MobyMax Subscription - Whole School
- - Keep Dreambox for TK and K
- - Added full implementation of NGSS standards (Action 2.3)

- - We are continuing to develop our Tier two math interventions and add a specific focus to math. (Action 2.4)
- - Teachers determined that time for intervention during the school day is not working effectively and the team has elected to follow the Middle School model of after school intervention. That includes a stipend for the staff offering the program. (Action 2.4,2.7,2.10)
- - We consolidated Action 2.10 with 2.7 to include all after school student report in one action.
- - In addition to an ongoing focus in math, Teachers identified writing as a professional development focus in the 2019-20 school year in writing across all grade levels. (Action 2.5)
- - We will be offering a meal one five days a week for all free and reduced students. ( Was Action 2.15, NOW Action 2.10)

#### DIBI Board Meetings/Input

Members: Andrei Hedstrom, Pat Sorci, Sarah Poust, Jeremy Stanfield, Rachael Henry, Jason Austrus, Carlton Floyd  
In October, January, April and May, draft copies of the annual update and LCAP were brought forth for input.

#### Student Council Meetings/Input

- - Students asked for partitions to be placed in the boys restroom and those were installed this year.
- - Students asked for pizza day to be served by a different restaurant, this has been implemented all year.
- - Students asked for other burritos options this has been implemented all year.

The students would like to add more equipment to the play area and is asking the board to match their \$1,000 contribution. This project would happen over the summer. We hope to have it completed by the start of the 2019-20 school year.

#### Facilities Team Meeting/Input

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:

- -Installed the new safety decorative fence in front of the school
- - Installed large boulders in front of school for safety
- - Installed new sidewalk for drop off safety
- - Installed backstops and goal posts
- - Continuing to look at options for the field
- - Entered into maintenance contracts for a safe and clean facility - J&G, 707 Pest
- - Looking at acoustics in the CGT
- - Received a \$500 Hops in Humboldt Grants
- - By adding additional activities to the play area like the creative play space, we have seen a decrease in negative student behavior on the playground. We will continue to add to the space and implement PBIS. (Action 1.1, 2.13)

- \*\* Attended HCOE LCAP trainings for support with updating and aligning LCAP plan with State guidelines and requirements
- \*\* Presented progress report/annual update on budget expenditures to Parent Council, Staff, and DIBI Board of Directors
- \*\* Presented Rough Draft LCAP plan for 2019-20 to Staff, Board, and Parent Council
- \*\* Used student achievement data and stakeholder feedback to analyze progress towards 2018/19 goals and plan for 2019/20 amendments to goals
- \*\* Worked with staff, Parent Council, Student Council, and DIBI Board of Directors during monthly meetings to monitor and review progress, update or edit goals for the next school year, and align budget expenditures with changing needs of the students and school community
- \*\* Progress was reviewed and discussed, additional considerations were listed for inclusion in the 2019-20 plan
- \*\* Student achievement levels and school climate must continue to be of the highest priority in determining funding for personnel, curriculum, materials and classroom instructional activities
- \*\* Rough Draft of 2019-20 LCAP was presented to stakeholders during January and May.

## **Impact on LCAP and Annual Update**

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

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

Provide a safe and productive learning environment for all students.

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

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

Local Priorities:

### Identified Need:

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

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

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

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

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

In order to comply with State mandates for attendance and student reporting, we must maintain our Student Information System and ensure that the employees accountable for these tasks are properly trained.(1.3)

Redwood Prep will remain compliant with immunizations and student health screening requirements.(1.4)

## Expected Annual Measurable Outcomes

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

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$240,752	\$194,591	\$220,591
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$31,116	\$8,250	\$14,400
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies



Amount		\$10,871	\$13,410
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries Custodian	2000-2999: Classified Personnel Salaries Custodian

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

### 2017-18 Actions/Services

1.2 Staff will participate in mandatory school safety trainings. Staff and students will participate in regular and ongoing safety and emergency preparedness drills and courses. Safety tools, materials, training will be purchased as needed to ensure optimal school safety.

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

Modified Action

### 2018-19 Actions/Services

1.2 Staff will participate in mandatory school safety trainings. Staff and students will participate in regular and ongoing safety and emergency preparedness drills and courses. Safety tools, materials, training will be purchased as needed to ensure optimal school safety.

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

Modified Action

### 2019-20 Actions/Services

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. Staff will participate in mandatory school safety training.

Staff and students will participate in regular and ongoing safety and emergency preparedness drills and courses.  
Safety tools, materials, training will be purchased as needed to ensure optimal school safety.  
Will install bell and emergency alert/PA system.  
Adding additional cameras to campus.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$500	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Safety Materials	4000-4999: Books And Supplies Safety Materials	4000-4999: Books And Supplies Safety Materials
Amount	\$5,000	\$3,000	\$9,000
Source	LCFF	LCFF	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Training	5000-5999: Services And Other Operating Expenditures Training	5000-5999: Services And Other Operating Expenditures USDA Grant, if allocation is received.

### Action 3

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

1.3 Analyze school safety systems and update, as needed, to provide a safe school environment for all students.

**2018-19 Actions/Services**

1.3 Analyze school safety systems and update, as needed, to provide a safe school environment for all students.

**2019-20 Actions/Services**

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$4,300
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

1.4 Maintain the student information system.

**2019-20 Actions/Services**

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,300	\$4,700	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5700-5799: Transfers Of Direct Costs See Other Inter-Lea Contracts

**Action 5**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Program ended

**Budgeted Expenditures**

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

**Action 6**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

#### 2017-18 Actions/Services

1.6 Continue contracting with FESD to provide nurse services, all required health screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements.

#### 2018-19 Actions/Services

1.6 Continue contracting with FESD to provide nurse services, all required health screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements.

#### 2019-20 Actions/Services

Moved to 1.4

### Budgeted Expenditures

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

Improve Student Achievement

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

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

Local Priorities:

### Identified Need:

Our charter petition states that we are a 21st century learning environment that promotes hands-on project based educational opportunities. (Action 2.1)

Last year, 66% of Redwood Prep Students in grades 3 through 8 met or exceeded ELA standards on the CAASPP Assessments, and 53% of students met or exceeded Mathematics standards. Achievement levels exceeded the state and county averages. (Action 2.1,2.2,2.3,2.4,2.6,2.11,2.13)

According to LCFF Dashboard, there continues to be an achievement gap for the 45 students identified as socio-economically disadvantaged (SED). CAASPP results show that 64% of SED students ( in this subgroup met or exceeded the standards in ELA, while 54% of students identified as SED met or exceeded standards in Mathematics. (Action 2.1,2.2,2.3,2.4,2.6,2.11,2.13)

Increased incidents of behavior issues in class and on the playground indicated the need for a more systematic approach to communicating student behavior expectations. In 2018-19 ,we contracted a School Counselor, continued to implemented PBIS,

purchased SWIS, and trained our staff on restorative practices, in an effort to reduce student behavior referrals and suspension rate. This continues to be priority, and we hope to see continued reductions. (Action 1.1, 1.2, 2.5, 2.13)

In 2018-19, we had a shift of certificated staffing assignments across several grade levels, we are committed to ensuring our students and staff received high quality instruction and training. (Action 2.5, 2.14)

Based on stakeholder feedback, we need to support high achieving students with increased extension activities and differentiated learning opportunities. (Action 2.4)

Provide a daily meal for all students and targeting students identified as SED. (Action 2.10)

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 California School Dashboard CAASPP Results	<p>2.1 Overall CAASPP results that merit a green 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>	2.1 Maintain a green rating or better for all students in math and ELA.	2.1 Maintain a green rating or better for all students in math and ELA.	2.1 Maintain or improve our dashboard results for all students in math and ELA.
2.2 Local Assessments: NWEA Winter - Grades 2-8	Average percentage of students who meet or exceed standards	2.2 Maintain or improve the average percentage of students in grades 2-	2.2 Maintain or improve the average percentage of students in grades 2-	2.2 Maintain or improve the average percentage of students in grades 2-8 who meet or exceed



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

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

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$9,741	\$18,826
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100
Amount	\$6,817	\$4,800	\$31,568
Source	Lottery	Lottery	Other
Budget Reference	4000-4999: Books And Supplies RS 6300	4000-4999: Books And Supplies RS 6300	1000-1999: Certificated Personnel Salaries RS 5820
Amount		\$28,687	\$19,410
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries RS 3010	1000-1999: Certificated Personnel Salaries RS 3010

Amount		\$51,562	\$2,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries RS 1400 -EPA	5800: Professional/Consulting Services And Operating Expenditures
Amount			\$35,448
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Contribution to 3010-8980

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,612	\$12,159	\$13,100
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 3

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,859	\$7,800	\$10,478
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 6300
Amount	\$5,718	\$5,000	\$1,500
Source	Lottery	Supplemental and Concentration	LCFF
Budget Reference	4000-4999: Books And Supplies RS 6300	4000-4999: Books And Supplies RS 0001	4000-4999: Books And Supplies
Amount	\$4,713	\$5,325	\$3,200
Source	Title II	Lottery	LCFF
Budget Reference	4000-4999: Books And Supplies RS 4035	4000-4999: Books And Supplies RS 6300	5700-5799: Transfers Of Direct Costs HERC Contract

### Action 4

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Low Income

Schoolwide

All Schools

### Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

#### 2017-18 Actions/Services

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

Maintain current funding for intervention/RTI services.

#### 2018-19 Actions/Services

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

Maintain current funding for intervention/RTI services.

#### 2019-20 Actions/Services

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,941	\$8,207	\$17,987
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Intervention Salary	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount			\$18,033
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Stipends for afterschool intervention provided by credentialed staff.
Amount	\$14,500	\$0	\$1,500
Source	Supplemental and Concentration		Lottery
Budget Reference	4000-4999: Books And Supplies See 4110, RS 0001 Intervention Materials	One time expense for materials	4000-4999: Books And Supplies RS 6300
Amount	\$500	\$500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies See 4310 Supplies	4000-4999: Books And Supplies See 4310 Supplies	4000-4999: Books And Supplies See 4310 Supplies
Amount			\$21,736
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures RS 7511 - Low Performing Block Grant

## Action 5

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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



**Students to be Served:**

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

English Learners  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

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

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

Designate collaborative time for certificated and classified staff.

Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with English Learners and low income pupils.

**2018-19 Actions/Services**

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

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

Designate collaborative time for certificated and classified staff.

Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with English Learners and low income pupils.

**2019-20 Actions/Services**

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

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

Designate collaborative time for certificated and classified staff.

Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and training to improve math instruction and intervention practices with English Learners and low income pupils.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,648	\$4,005	\$4,916
Source	Title VI	Title IV	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 4126	5000-5999: Services And Other Operating Expenditures RS 4035	5000-5999: Services And Other Operating Expenditures RS 4035
Amount	\$10,598	\$11,500	\$6,500
Source	Lottery	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 1100	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$12,000	\$29,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Subs	1000-1999: Certificated Personnel Salaries Subs & Summer Stipends
Amount			\$6,000
Source			Lottery
Budget Reference			5000-5999: Services And Other Operating Expenditures RS 1100

## Action 6

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

**2017-18 Actions/Services**

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

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

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

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

Modified Action

**2018-19 Actions/Services**

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

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

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

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

Modified Action

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$16,000	\$18,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount	\$3,000-6,000, 16,000	\$8,000	\$14,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies See Equipment	4000-4999: Books And Supplies See Equipment	4000-4999: Books And Supplies
Amount			\$8,000
Source			Lottery
Budget Reference			4000-4999: Books And Supplies RS 1100

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

## Actions/Services

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

Modified Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Modified Action

2019-20 Actions/Services

2.7 Consolidated with 2.4

after-school tutoring and homework support.

after-school tutoring and homework support.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,963	\$5,000	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	

### Action 8

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

#### Students to be Served:

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

Students with Disabilities

#### Location(s):

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

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.8 Provide Speech services to our students.

2018-19 Actions/Services

2.8 Provide Speech services to our students.

2019-20 Actions/Services

2.8 Provide Speech services to our students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,500	\$35,000	\$35,000
Source	Special Education	Special Education	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$5,984	\$13,303	\$5,596
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries RS 6500

## Action 9

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

### Students to be Served:

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

Students with Disabilities

### Location(s):

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

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

2.9 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.

2.9 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.

2.9 Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,190	\$66,739	\$78,304
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures RS 6500	5800: Professional/Consulting Services And Operating Expenditures RS 6500
Amount		\$4,165	\$3,752
Source		Special Education	Special Education
Budget Reference		2000-2999: Classified Personnel Salaries RS 3310	2000-2999: Classified Personnel Salaries RS 3310
Amount			\$5,611
Source			Special Education
Budget Reference			2000-2999: Classified Personnel Salaries RS 6500

### Action 10

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

#### Students to be Served:

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

Students with Disabilities

#### Location(s):

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

2.10 Provide a daily meal for students all students targeted toward students identified as SED.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,288	\$500	\$8,000
Source	LCFF	Locally Defined	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Not Applicable Non Profit Contribution	4000-4999: Books And Supplies
Amount			\$11,793
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries



Amount			\$500
Source			LCFF
Budget Reference			4000-4999: Books And Supplies

## Action 11

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

### Students to be Served:

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

Students with Disabilities

### Location(s):

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

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

### 2017-18 Actions/Services

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

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

### 2018-19 Actions/Services

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

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

### 2019-20 Actions/Services

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,775	\$34,775	\$24,912
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures See Other Inter LEA Contracts	5800: Professional/Consulting Services And Operating Expenditures See Other Inter LEA Contracts	5000-5999: Services And Other Operating Expenditures See Other Inter LEA Contracts
Amount		\$2,000	\$26,775
Source		Lottery	LCFF
Budget Reference		4000-4999: Books And Supplies RS 1100	5000-5999: Services And Other Operating Expenditures See Other Inter LEA Contracts

## Action 12

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.12 Students will continue to participate in field trips and projects within the community to support academic progress,

2018-19 Actions/Services

2.12 Students will continue to participate in field trips and projects within the community to support academic progress,

2019-20 Actions/Services

2.12 Students will continue to participate in field trips and projects within the community to support academic progress,

growth of the whole child and the mission/vision of Redwood Prep Charter.

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

growth of the whole child and the mission/vision of Redwood Prep Charter.

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

growth of the whole child and the mission/vision of Redwood Prep Charter.

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,900	\$2,900	\$1,550
Source	Title VI	Title VI	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$1,800	\$1,800
Source		Lottery	Lottery
Budget Reference		5000-5999: Services And Other Operating Expenditures Rs 1100	5000-5999: Services And Other Operating Expenditures RS 1100

### Action 13

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

#### Students to be Served:

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

Students with Disabilities

#### Location(s):

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

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.13 Plan and implement PBIS/MTSS at Redwood Prep.

2018-19 Actions/Services

2.13 Plan and implement PBIS/MTSS at Redwood Prep.

2019-20 Actions/Services

2.13 Full implementation of PBIS/MTSS at Redwood Prep.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$1,500	\$500
Source	Lottery	Lottery	LCFF
Budget Reference	4000-4999: Books And Supplies RS 1100	4000-4999: Books And Supplies RS 1100	5800: Professional/Consulting Services And Operating Expenditures MTSS/PBIS Contract - HCOE and SWIS Software
Amount			\$2,000
Source			LCFF
Budget Reference			4000-4999: Books And Supplies

## Action 14

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

### Students to be Served:

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

Students with Disabilities

Specific Student Groups: EL and SED

### Location(s):

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$563,412	\$639,405	\$583,033
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$306,995	\$340,878	\$320,177
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$263,403	\$215,639	\$289,821
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds

Amount	\$5,779	\$15,924	\$16,069
Source	Title I	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries

## Action 15

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

2.15 Moved to 2.10

and/or lunch options for students identified as SED.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,500	\$0
Source	LCFF	LCFF	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 3

Maintain a positive school climate.

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

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

Local Priorities:

### Identified Need:

- Maintain high attendance rate (Action 3.1, 3.2, 3.3, 3.4)
- Provide parent training that may include: Love & Logic, Internet Safety for Children, Homework Support or other areas identified by stakeholders throughout the year. (3.1)
- Orientation and training for new families about school programs, philosophies, and core values (i.e Love & Logic, Social Responsibility, Habits of Mind, Growth Mindset (Action 3.1 )
- Clear and comprehensive school handbooks - Student, Athletics, Family and Staff (Action 3.2 )
- Increased participation/attendance by parents on school committees (fund-raising, parent council, facilities), and school events (State of the Pack, Back to School Night, Parent Conferences, Student Intake Meetings) (Action 3.2, 3.3)

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 School Pathways attendance reports	3.1 Current attendance rate is 98%	3.1 Maintain attendance rates at or above 95%.	3.1 Maintain attendance rates at or above 95%.	3.1 Maintain attendance rates at or above 95%.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CALPADS				
3.2 Family Survey	3.2 81% of families responded in 2016-2017	3.2 Maintain 80% or higher participation rate in the annual Family Survey	3.2 Maintain 80% or higher participation rate in the annual Family Survey	3.2 Maintain 50% or higher participation rate in the annual Family Survey
3.3 Attendance Logs at Back to School, Parent Conferences, State of the Pack meetings, Board meetings, Parent Council meetings.  Volunteer Hour Logs  Family Survey	3.3 Based on results from CHKS 95% of parents attended a school or class event.  83% served as a volunteer in this child's classroom or elsewhere in the school.  97% Attended a general school meeting  53% attended a meeting of the parent-teacher organization  97% have gone to a regularly scheduled parent-teacher conference with the child's teacher	3.3 Maintain high levels of parent participation at school events.	3.3 Maintain high levels of parent participation at school events.	3.3 Maintain high levels of parent participation at school events.
3.4 Meeting notes from Parent Council Staff Meetings Leadership Meetings Board Meetings	3.4 We will provide parents with a hard copy of the Family Handbook to sign in addition to the online version that	3.4 Increase level of parent awareness and support of school policies and procedures.	3.4 Maintain high levels of parent awareness and support of school policies and procedures.	3.4 Maintain high levels of parent awareness and support of school policies and procedures.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	accompanies online registration.			
3.5 Student, Parent & Staff Surveys	3.5	3.5 Strengthen positive communication between all stakeholders.  Empower students to participate in school decision making processes.	3.5 Empower students to participate in school decision making processes.	3.5 Empower students to participate in school decision making processes.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

[Add Students to be Served selection here]

#### Location(s):

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

All Schools

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Engage in opportunities to support our parent community by offering parent training on the CCSS pertaining specifically for support of low income students.	3.1 Engage in opportunities to support our parent community by offering parent training on the CCSS pertaining specifically for support of low income students.	3.1 Redwood Prep will offer staff and parent education courses designed to increase family involvement and student success.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$500	\$1,000
Source	Lottery	Lottery	LCFF
Budget Reference	4000-4999: Books And Supplies Mostly staff time, may need some materials	4000-4999: Books And Supplies Mostly staff time, may need some materials	4000-4999: Books And Supplies Mostly staff time, may need some materials

### Action 2

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Continue to update Parent, Student, and Athletic Handbooks to include additional information as deemed necessary according to new family survey and Parent Council recommendations.	3.2 Continue to update Parent, Student, and Athletic Handbooks to include additional information as deemed necessary according to new family survey and Parent Council recommendations.	3.2 Continue to update student handbooks and policies.

### Budgeted Expenditures

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

### Action 3

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses	3.3 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses	3.3 Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$400	\$500
Source	Lottery	Lottery	LCFF
Budget Reference	4000-4999: Books And Supplies Mostly staff time, may need some materials	4000-4999: Books And Supplies Mostly staff time, may need some materials	4000-4999: Books And Supplies Mostly staff time, may need some materials

### Action 4

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Low Income

#### Scope of Services:

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

Schoolwide

#### Location(s):

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

All Schools

### Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Work specifically with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.	3.4 Work specifically with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.	3.4 Work with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance.

### Budgeted Expenditures

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

### Action 5

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,600	\$1,600	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

#### Action 6

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

##### Students to be Served:

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

All

##### Location(s):

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

All Schools

OR

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Scope of Services:

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

[Add Scope of Services selection here]

##### Location(s):

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

[Add Location(s) selection here]

#### Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

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

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

3.6 Consolidated with 3.1

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$0
Source	Locally Defined	Locally Defined	
Budget Reference	4000-4999: Books And Supplies Staff time only, May need some materials, Funded by DIBI	4000-4999: Books And Supplies Staff time only, May need some materials, Funded by DIBI	

### Action 7

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services



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

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

3.7 Consolidated with 3.1

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$0
Source	LCFF	LCFF	
Budget Reference	4000-4999: Books And Supplies Advertisement and Materials	4000-4999: Books And Supplies Advertisement and Materials	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$114,222

Percentage to Increase or Improve Services

6.42%

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

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

Reasoning for use of funds:

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

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

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

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

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

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

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

improved by about 6%, compared to all students. Expenditures specified for targeted subgroups meet or exceed the 6.42% Minimum Proportionality threshold.

30% of Redwood Preparatory students are low income. In 2019-20 Redwood Prep will use \$114,222 Supplemental LCAP funds to support low income students through:

- 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)
- - Continue to contract 0.2 FTE Social/Emotional Behavior support staff through HCOE (Action 2.11)
- - Fund the new meal program for our SED students (Action 2.10)
- - A portion of the secretary's position to assist with the services we provide to our SED students. (Action 2.14)
- - 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)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$106,459

6.26%

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

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

Reasoning for use of funds:

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

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

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

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

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

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

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

35% of Redwood Preparatory students are low income. In 2018-19 Redwood Prep will use \$106,459 Supplemental LCAP funds to support low income students through:

- Purchase research-based intervention and enrichment materials, as needed, that are aligned with CA Common Core standards to be used with low income and English Learner students
- Continue after school tutoring and homework tutor program targeting all TK-8th grade low income, EL, FY, and RFEP students
- Replace/update technology tools and continue check-out technology system for low income without adequate technology at home to complete school projects and homework
- Continue Psych services through HCOE
- Continue 0.2 FTE Social/Emotional Behavior support staff
- A portion of the secretary's position to assist with the services we provide to our SED students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$71,571

Percentage to Increase or Improve Services

4.43%

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

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

Reasoning for use of funds:

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

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

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

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

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

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

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

26% of Redwood Preparatory students are low income. In 2017-18 Redwood Prep will use \$74,191 Supplemental LCAP funds to support low income students through:

- Purchase research-based intervention and enrichment materials, as needed, that are aligned with CA Common Core standards to be used with low income and English Learner students
- Continue after school tutoring and homework tutor program targeting all TK-8th grade low income, EL, FY, and RFEP students
- Replace/update technology tools and continue check-out technology system for low income without adequate technology at home to complete school projects and homework
- Maintain current intervention tech time and intervention services for Language Arts and adding services for Math Intervention
- Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with low income pupils
- Continue Psych services through HCOE
- Continue 0.2 FTE Social/Emotional Behavior support staff

# Addendum

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

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

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

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

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

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

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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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



## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

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

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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



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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

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

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

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

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

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

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

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

(3) Divide (1) by (2).

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

# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

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

## **Guiding Questions: Stakeholder Engagement**

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

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

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

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

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,010,358.00	2,038,337.00	1,790,319.00	2,010,358.00	1,971,196.00	5,771,873.00
	0.00	18,757.00	0.00	0.00	0.00	0.00
LCFF	1,539,155.00	1,532,040.00	1,453,478.00	1,539,155.00	1,577,457.00	4,570,090.00
LCFF Supplemental and Concentration	0.00	72,906.00	0.00	0.00	114,255.00	114,255.00
Locally Defined	700.00	700.00	200.00	700.00	0.00	900.00
Lottery	33,966.00	20,225.00	43,892.00	33,966.00	46,604.00	124,462.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	208,032.00	175,836.00	140,856.00	208,032.00	62,304.00	411,192.00
Special Education	124,007.00	126,170.00	77,674.00	124,007.00	128,263.00	329,944.00
Supplemental and Concentration	60,699.00	0.00	46,238.00	60,699.00	0.00	106,937.00
Title I	36,894.00	56,135.00	18,720.00	36,894.00	37,397.00	93,011.00
Title II	0.00	0.00	4,713.00	0.00	0.00	4,713.00
Title IV	4,005.00	0.00	0.00	4,005.00	4,916.00	8,921.00
Title V	0.00	31,568.00	0.00	0.00	0.00	0.00
Title VI	2,900.00	4,000.00	4,548.00	2,900.00	0.00	7,448.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,010,358.00	2,038,337.00	1,790,319.00	2,010,358.00	1,971,196.00	5,771,873.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	963,217.00	1,059,622.00	882,005.00	963,217.00	1,006,313.00	2,851,535.00
2000-2999: Classified Personnel Salaries	382,424.00	391,264.00	336,662.00	382,424.00	394,395.00	1,113,481.00
4000-4999: Books And Supplies	60,516.00	51,028.00	96,111.00	60,516.00	89,504.00	246,131.00
5000-5999: Services And Other Operating Expenditures	449,187.00	536,423.00	275,410.00	449,187.00	337,980.00	1,062,577.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	0.00	7,200.00	7,200.00
5800: Professional/Consulting Services And Operating Expenditures	154,514.00	0.00	200,131.00	154,514.00	135,804.00	490,449.00
Not Applicable	500.00	0.00	0.00	500.00	0.00	500.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,010,358.00	2,038,337.00	1,790,319.00	2,010,358.00	1,971,196.00	5,771,873.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	918,606.00	887,406.00	826,815.00	918,606.00	901,854.00	2,647,275.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	21,906.00	0.00	0.00	53,481.00	53,481.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	31,568.00	31,568.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	70,407.00	55,190.00	0.00	0.00	55,190.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	15,924.00	0.00	0.00	15,924.00	0.00	15,924.00
1000-1999: Certificated Personnel Salaries	Title I	28,687.00	47,835.00	0.00	28,687.00	19,410.00	48,097.00
1000-1999: Certificated Personnel Salaries	Title V	0.00	31,568.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	351,749.00	363,201.00	306,995.00	351,749.00	333,587.00	992,331.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	27,862.00	27,862.00
2000-2999: Classified Personnel Salaries	Special Education	17,468.00	19,763.00	5,984.00	17,468.00	14,959.00	38,411.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	5,000.00	0.00	4,963.00	5,000.00	0.00	9,963.00
2000-2999: Classified Personnel Salaries	Title I	8,207.00	8,300.00	18,720.00	8,207.00	17,987.00	44,914.00
4000-4999: Books And Supplies		0.00	18,757.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	23,250.00	20,985.00	43,404.00	23,250.00	42,700.00	109,354.00



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	8,000.00	8,000.00
4000-4999: Books And Supplies	Locally Defined	200.00	200.00	200.00	200.00	0.00	400.00
4000-4999: Books And Supplies	Lottery	32,066.00	11,086.00	33,294.00	32,066.00	38,804.00	104,164.00
4000-4999: Books And Supplies	Supplemental and Concentration	5,000.00	0.00	14,500.00	5,000.00	0.00	19,500.00
4000-4999: Books And Supplies	Title II	0.00	0.00	4,713.00	0.00	0.00	4,713.00
5000-5999: Services And Other Operating Expenditures	LCFF	227,550.00	260,448.00	260,264.00	227,550.00	269,616.00	757,430.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	51,000.00	0.00	0.00	24,912.00	24,912.00
5000-5999: Services And Other Operating Expenditures	Lottery	1,900.00	9,139.00	10,598.00	1,900.00	7,800.00	20,298.00
5000-5999: Services And Other Operating Expenditures	Other	208,032.00	175,836.00	0.00	208,032.00	30,736.00	238,768.00
5000-5999: Services And Other Operating Expenditures	Special Education	4,800.00	36,000.00	0.00	4,800.00	0.00	4,800.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	4,005.00	0.00	0.00	4,005.00	4,916.00	8,921.00
5000-5999: Services And Other Operating Expenditures	Title VI	2,900.00	4,000.00	4,548.00	2,900.00	0.00	7,448.00
5700-5799: Transfers Of Direct Costs	LCFF	0.00	0.00	0.00	0.00	7,200.00	7,200.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	18,000.00	0.00	16,000.00	18,000.00	22,500.00	56,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	140,856.00	0.00	0.00	140,856.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	101,739.00	0.00	16,500.00	101,739.00	113,304.00	231,543.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	34,775.00	0.00	26,775.00	34,775.00	0.00	61,550.00
Not Applicable	Locally Defined	500.00	0.00	0.00	500.00	0.00	500.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	435,744.00	424,222.00	426,024.00	435,744.00	268,701.00	1,130,469.00
Goal 2	1,570,314.00	1,609,218.00	1,359,095.00	1,570,314.00	1,699,895.00	4,629,304.00
Goal 3	4,300.00	4,897.00	5,200.00	4,300.00	2,600.00	12,100.00
Goal 4			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood Preparatory Charter

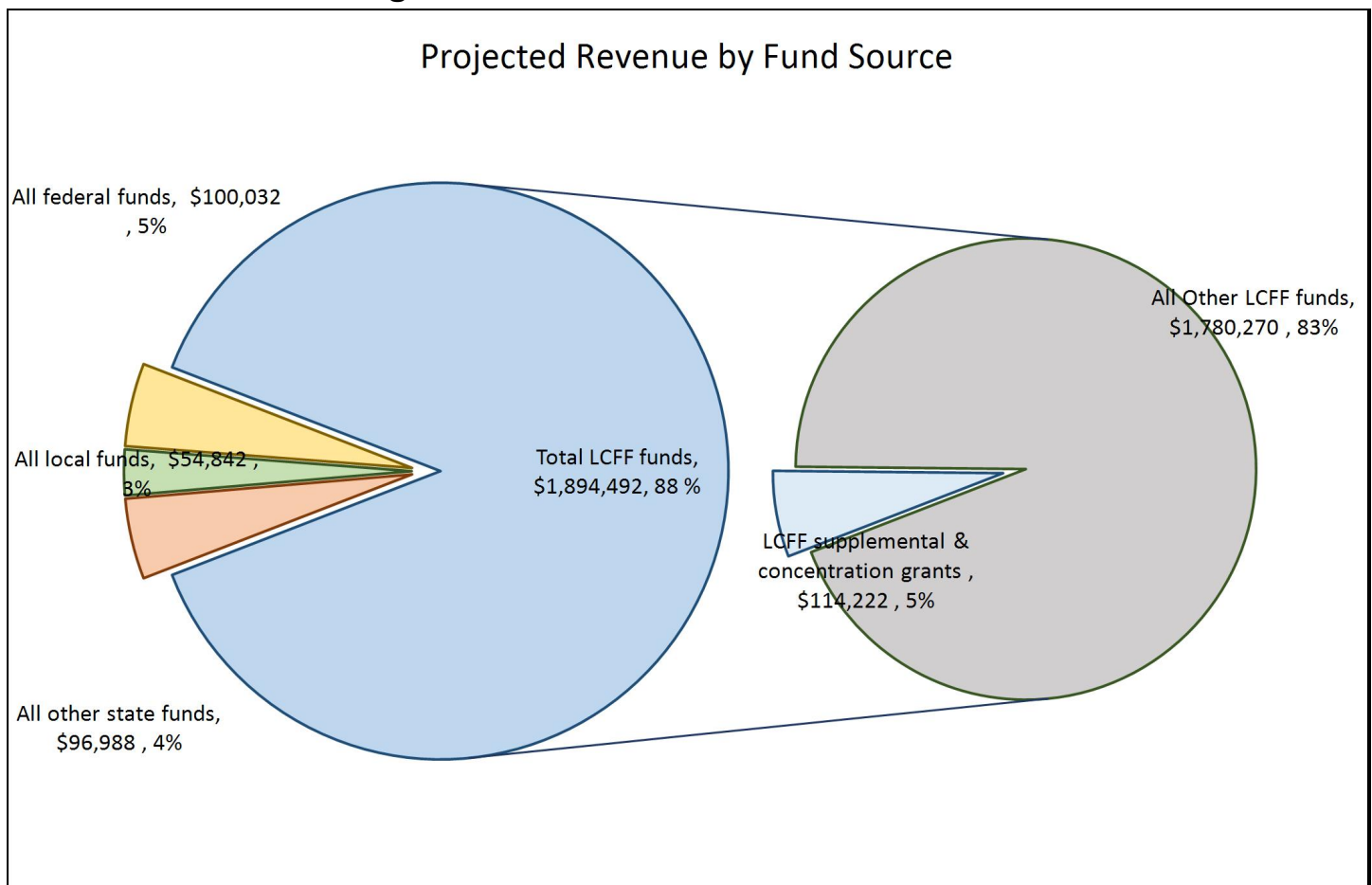
CDS Code: 12-76802-0124164

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

LEA contact information: Krista Croteau, Director

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

## Budget Overview for the 2019-20 LCAP Year



This chart shows the total general purpose revenue Redwood Preparatory Charter expects to receive in the coming year from all sources.

The total revenue projected for Redwood Preparatory Charter is \$2,146,354, of which \$1,894,492 is Local Control Funding Formula (LCFF), \$96,988 is other state funds, \$54,842 is local funds, and \$100,032 is federal funds. Of the \$1,894,492 in LCFF Funds, \$114,222 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

**LEA name:**

Redwood Preparatory Charter School

**CDS code:**

12-76802-0124164

**Link to the LCAP:**

*(optional)*

[Provide link.]

**For which ESSA programs  
will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE I, PART D**

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

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

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

Title I, Part A  
Title II  
Title VI

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

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In

reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.



California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

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

RPrep follows a Response to Intervention (RTI) model. Initially students are screened before entering Redwood Prep to determine the baseline literacy and math level. As a staff, we've implemented many changes in order to meet the needs of SED students. We understand that a positive relationship with at least one adult on campus has great impact on student success. With this perspective, our staff is investing time and energy to make deeper connections with students. Additionally, we're doing more goal setting and conferencing with students to increase accountability. The teaching staff has spent the last two years collaborating to analyze our math program and practices to increase the quality of instruction for students. Finally, we've instituted a new format for delivering intervention to students who need extra support as well as offering extension activities for students ready for greater challenge. Our strategy for using our federal dollars includes: providing staff support to lower class sizes for direct instruction to students struggling and continuing to provide professional development to our highly qualified teaching staff.

## Alignment

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

The staff and governing board of Redwood Preparatory Charter School understands the importance of data collection and analysis in measuring and improving student learning. Redwood Prep students will meet all academic standards adopted by the State Board of Education as applicable to charter schools. We align our curriculum with California and the Common Core Content Standards. We use both external and internal standards-based assessments to measure student performance, analyze data closely and convert results into specific measurable action plans that support strong academic achievement for every student. All core components including language arts, mathematics, science, and social science along with English language development are assessed in a comprehensive and dynamic system. See the table below for details on the assessments, purpose, grade level, and administrative timeline for each content area. New students are assessed during a prior to the

beginning of the school year, during an orientation period to determine academic skill levels for the purpose of beginning targeted and appropriate instruction on day one of the new school year.

The California and Common Core Content Standards are the cornerstone of our curricular program and assessment practices. Student outcomes are measured through a variety of assessments that that are both standardized curriculum assessments and teacher created materials

# ESSA Provisions Addressed Within the LCAP

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

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

## TITLE I, PART A

### Poverty Criteria

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

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

## ESSA Provisions Not Addressed in the LCAP

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

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

# TITLE I, PART A

## **Educator Equity**

ESSA SECTION 1112(b)(2)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable – All staff members are Highly Qualified Teachers

## **Parent and Family Engagement**

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

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a school, we have an exceptionally high attendance rate (98.9%) that we want to maintain. Several new families and staff members have joined our RPrep community since we opened in 2011. The school population has grown from 102 to 200 within four years. During parent council meetings, staff meetings and in our Family Survey, staff and parents identified the following areas of need:

- Training for parents about CCSS to improve their understanding and ability to support their children with CCSS.
- Improved communication by faculty and staff about curriculum, projects and class activities to parents and the Board of Directors
- Orientation and training for new families about school programs, philosophies, and core values (i.e Love & Logic, Social Responsibility, Habits of Mind, Growth Mindset
- Clear and comprehensive school handbooks - Student, Athletics, Family and Staff
- Increased participation/attendance by parents on school committees (fund-raising, parent council, facilities), and school events (State of the Pack, Back to School Night, Parent Conferences, Student Intake Meetings)
- Increase the number of students who feel a sense of belonging and empowerment at school by maintaining a positive school climate.

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

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

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

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted

assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Student Transitions**

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students. Maintain current funding for intervention/RTI services. Students will continue to participate in field trips and projects within the community to support academic progress, growth of the whole child and the mission/vision of Redwood Prep Charter. Provide opportunities for Redwood Prep students to participate in a variety of countywide events.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the  
(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

### **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable



## **Educational Needs**

### **ESSA SECTION 1423(5)**

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

## **Social, Health, and Other Services**

### **ESSA SECTION 1423(6)**

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

## **Postsecondary and Workforce Partnerships**

### **ESSA SECTION 1423(7)**

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

## **Parent and Family Involvement**

### **ESSA SECTION 1423(8)**

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

## **Program Coordination**

### **ESSA SECTION 1423(9–10)**

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

## **TITLE II, PART A**

**Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

- Provide training and professional development opportunities for staff with a focus on differentiation, CCSS, CAASPP, SEL, Restorative Practices, STEAM and PBL.
- Implement a professional coaching plan for certificated staff. Provide release time for professional development, observations and peer coaching.
- Designate collaborative time for certificated and classified staff.
- Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with English Learners and low income pupils.

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Professional Development continues to be a big priority for Redwood Prep. Each staff member makes a personal professional goal plan annually and identifies their need of professional growth, as well as a school-wide goal. Trainings are identified after the goals have been identified and discussed with the director.

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

After analyzing this data, we have identified Math as our school wide goal and will be targeting professional developments in that area.

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As we analyzed and compared our CAASPP assessment data across grade levels, and determined that our 4th & 5th grade student results mirror the trend across the state of declining numbers of students who meet or exceed the standards in Math. Students in these grade levels showed improvement from the 2015 to 2016 school years and we want to continue that trajectory of growth

## **TITLE III, PART A**

### **Title III Professional Development**

#### **ESSA SECTION 3115(c)(2)**

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

### **Enhanced Instructional Opportunities**

#### **ESSA SECTIONS 3115(e)(1) and 3116**

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

**English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable

## **TITLE IV, PART A**

**Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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.

In addition, we will provide opportunities for Redwood Prep students to participate in a variety of countywide events.