

**Introduction:**

Redwood Prep is a TK-8 public charter school operated by the non-profit organization Dream It. Be It. Incorporated. As a charter school, state priorities related to the Williams Act and use of state-adopted curriculum do not apply in this LCAP document. At this time, Redwood Prep does not have any English learners or foster children enrolled. High school related priorities such as advanced placement courses, high school graduation and drop out rates, or college preparedness do not apply to this school.

**LEA:** Redwood Preparatory Charter

**Contact:** Lisa Jager, Director, ljager@redwoodprep.org, (707)682-6149

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

**B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP

## Parent Council Meetings

Members: Felicia Thomsson, Patrica Sorci, Nichole Stoll, Michelle Austrus, Mara Ayala, Kelly Nyberg, Michelle Burger, Morgan Schlesiger, Arlene Polansky, Lisa Jager, Melissa Lodes, Sarah Wennerholm, Sherry Hedstrom

- August 19
  - LCAP Review and Orientation
  - State Priorities for School Funding and Accountability
  - Review California PTA - LCFF & LCAP Information Brochure
  - Review Current RPrep Goals
  - Preview West Ed Draft LCFF/LCAP Evaluation Rubric
  - Review 2014-15 Family Survey
- October 6
  - Introduction to LCAP Key Question Matrix & Planning Tool
  - Review of Student Achievement Data –CAASPP and CST
- November 3
  - Facilities for 2016.17
  - Update of LCAP Key Question Matrix and Planning Tool
- December 1
  - Aligning LCAP data with LCAP Priorities
  - Discussion/Planning for improved School Safety and Culture
    - Digital Citizenship (Common Sense Media & Netsmartz)
  - Discussion/Information presented regarding CAASPP assessment process
  - Discussion/Planning for Family Involvement
    - Blanket Our Community Night
    - Holiday Program
    - Family Events Committee Update
- January 5
  - Update on Construction/Facilities
  - Progress report on afterschool tutoring
  - Upcoming Family Events Activities
  - Reviewed AYP Report
  - Discussion of new facilities safety systems
  - Enrollment for 2016-17
  - Student Events and Activities

## Describe activities for this year planning for 2016-17

Stakeholder recommendations are listed below for each LCAP goal.

- **Recommendations for Goal 1:**
- Implement vigorous recruiting policy and efforts for highly qualified substitute teachers
- Consider increase of pay for substitute teachers to attract additional candidates
- Consider salary and/or benefits, and shortening the salary schedule possibilities for credentialed staff
- Energy Efficient Hand Dryers for bathrooms to decrease spreading of germs and paper waste
  - Further investigation will be conducted to determine health benefits and cost effectiveness of hand dryers.
- Purchase storage units in lieu of renting storage space
  - There is not enough space on the new site to house additional buildings. Other options will be researched and explored to provide adequate storage space.
- Budget for needed IT infrastructure at new site
- Budget for new school landscaping, fencing, intercom system
- Research and purchase fire and burglary safety system for new site
- Research school lunch options and budget for adequate kitchen facilities and appliances for new site
  - Kitchen facilities are planned for new school site dependant upon available funding as construction proceeds.
- Research possible playground grants and budget for provision of spaces for physical fitness activities for PE and play periods
  - The annual RPrep Gala fundraiser will be focused on funding playground equipment. If additional funding is needed, the Board of Directors will review budget availability.
- Inventory current furniture availability for new classroom spaces
- Plan for, and budget new classroom set up, including furniture, counter space, blinds/curtains, projector systems for TK-4th grades
- Research and possibly purchase DISC Assessment for Certificated Staff, Moe, Sharn, & Arlene
- Install multi-line or VOIP phone system to improve

- Band and Music
  - Spelling Bee
  - History Day and Science Fair
- March 1
  - Update on Construction - Bid Awarded
  - Family Events Opportunities
  - Attendance Review and Report
  - Enrollment Lottery Report
  - Safe Schools Training
  - Begin Preparation of Family Survey
- April 5
  - Hiring Process for New Director
  - Review of 2nd Trimester Academic Progress Data
  - School Upkeep and Appearance Concerns
  - Parent Volunteer Coordination
  - Student Activities
    - Library Day
    - Youth Arts Festival
- DIBI Meetings
 

Members: Randy Gans, Jackie Carter, Rene Imperiale-Egan, Jonathan Flyer, Carlton Floyd, Jason Austrus, Rosa Reynosa, Jeremy Stanfield, Regina Fuller
- August 13
  - Family Survey Results for the 2014-15 School Year
  - Redwood Prep Academics and CAASPP Progress
  - New Accountability Measures
  - LCAP Planning for 2015-16
- September 10
  - School Safety Plan updated and revised
- October 8
  - LCAP Key Questions Matrix Review and Discussion for all LCAP Elements
  - Review of Goals, Measures, Metrics, and Current RPrep Data
- November 10
  - Planning expenditures for future facilities needs
- December 10
  - LCAP Update on Key Questions Matrix

- communication options for school staff and community.
- Add to janitor FTE to provide full-time janitor position.
  - This recommendation will be reviewed upon completion of the construction project and implemented as deemed reasonable once all construction expenses are known

#### **Recommendations for Goal 2:**

- Integrate TK-8th grade report cards into Student Information System
- Full Staff attendance at ReMake Camp
- Kindergarten & 1st Grade to K/1 Conference
- Full Staff attendance in SHIFT Conference
- Send office staff for School Pathways training
- Purchase enough technology to bring every class to 1:1 tech to student ratio
- Purchase locking and charging carts for Kindergarten and 1st grade
- Purchase computers to upgrade and update Tech lab
- Purchase additional iPads to replace older, failing models
- Purchase middle school printer station for student work
- Utilize Hops in Humboldt Grant and other funding sources to increase band instrument library
- Purchase additional Meet the Masters Kit for art instruction
- Mel and Janice attend next training modules for PLTW summer 2016
- Katie attend last training module for middle school PLTW summer 2017
- K-5 interested staff attend PLTW training for updates and latest information for Gateway PLTW activities
- Increase early release days for staff to provide time for vertical teaming, student progress data analysis, team building, instructional planning
- Provide opportunity for additional training for K-5 teachers in Project Lead the Way
- Increase focus on computer coding in all grades -- send staff to reMake conference this summer
- Begin working to create strategic plan for technology and technology instruction plan to be implemented in 2017/18
- Provide framework for Professional Goal setting and support including periodic observations and peer feedback.

- Review of First Trimester Student Achievement Data
  - Discussion of School Climate/Safety Improvement and Activities
  - Budget considerations based upon current data, first interim report, and projected instructional expenses
- January 14
  - Audit Report - no findings
  - Enrollment Period for RPrep
  - Planning State of the Pack - RPrep School Community Meeting
  - Construction/Facilities update
- February 11
  - Enrollment Period progress update
  - Construction and Facilities update
  - SARC report review
  - Annual LCAP update
  - Middle School intervention/tutoring program
  - Director and Teacher Evaluations
  - Report on staff team building event/training
- March 17
  - Approval of Construction Bid
  - Shared Leadership Presentation
- April 25
  - Construction/Facilities update
  - Adoption of 2016-17 school calendar
  - LCAP rough draft/goal discussion
  - Internal audit for DIBI finances
  - Redwood Prep Gala planning
- May 12
- Staff Meetings
 

Members: Krista Croteau, Dawn Carroll, Lori Head, Kim Kendall, Amy Eastman, Miranda Head, Melanie Downing, Katie Dore, Janice Lourenzo, Faith Gittins, Kai Weber, Sharn Chinnici, Tiara Brown, Lisa Jager
- September
  - LCAP Review of Student Achievement Data
    - CAASPP Results

- Provide afterschool tutoring and homework help schoolwide

### **Recommendations for Goal 3:**

- Continue seeking CCSS professional development opportunities for staff
- Provide additional time for staff to engage in CCSS discussions and collaboration
- Continue seeking NextGen and STEAM professional development opportunities for staff
- Provide additional time for staff to engage in Next Gen/STEAM discussions and collaboration
- Continue current intervention assessments and programs during school day
- Analyze impact/success of after school intervention program for middle school students
- Consider additional intervention support for middle school success hall time
- Provide more instruction for parents with proper completion of Independent Study contracts and forms
- Expand afterschool tutoring to all grade levels
- Research purchase of updated progress monitoring: Renaissance Place STAR reading and math assessment to possibly replace DIBELS.

### **Recommendations for Goal 4:**

- Continue outreach for Parent Council participants through school newsletters, back to school activities, and PC contacts
- Amend Board bylaws to require regular attendance of all board members
- Amend board terms to encourage more involvement from RPrep stakeholders
- Continue to offer Love and Logic classes for parents
- Explore additional parenting trainings/workshops pertaining to academic home support, Habits of Mind, Raise Responsibility, etc....
- Staff participation in insurance JPA Safe Schools Training
- Provide training for students on how to handle emergency situations and how to talk with emergency personnel (911, dispatchers, police, fire, etc)
- Continue to grow family events committee and facilitate events

- NWEA & other preview assessment data
  - Intervention Planning
- October 2
  - LCAP Review
    - Review LCAP matrix to determine current status
    - Staff small group discussions regarding evidence for each priority item
    - Whole group discussion focused on needs/challenges that are evident based upon current data and information
    - Begin to create action plans for future LCAP consideration
- November 20
  - LCAP Focus on School Climate and Family Involvement
    - Safety
      - Roles, Responsibilities, Procedures
      - School Safety Committee Sign up
      - Emergency Kit – Teacher Totes
    - Climate
      - Digital Citizenship and Cyber Safety Curriculum (TK-8th) Common Sense Media
      - Community Event – Blanket our Community Family Night
      - Family Holiday Program –Music and Cookies
- December
  - LCAP focus on Student Achievement
    - Review of Trimester student achievement data (NWEA, DIBELS, etc. ,Report Cards)
    - Teacher CAASPP Training
      - Digital Library
      - Student Accommodations
      - Interim and Practice Assessments
    - Review and Revise Intervention schedules and system
- January
  - Planned afterschool tutoring process
  - Planned and scheduled parent information meetings
  - Scheduled Baba Jamal visit
  - Reviewed CAASPP practice test experiences and shared challenges and solutions

- within our community
- Develop roles and responsibilities for Volunteer Coordinator including a position description
- Update Parent Handbook to include additional information as deemed necessary according to survey data (student, family and staff) and Parent Council recommendations
- Install a multi-line or voice over internet phone system
- Purchase emergency walkie talkies
- Install auto-call system

- Planned for future CAASPP prep activities with student
- Edited personnel job descriptions for presentation to Leadership Team and Board
- Discussed Project Lead the Way progress, challenges, and triumphs
- Began planning for classroom and facilities needs at new site
- Reviewed, updated, and recorded current technology equipment used in classrooms
- Planned for future technology needs
- Worked on revision of Staff Handbook with guidance from CharterSafe JPA and Young, Minney and Corr Legal Services
- February
  - Reviewed inventory list of school equipment
  - Discussed classroom lottery fund budget for upcoming school year
  - Final revision of staff handbook prior to board approval
  - Technology Professional Development with Colby Smart from HCOE - Coding with Kids
- March
  - Construction/Facilities classroom, afterschool, technology, art and other space planning
  - Review of current LCAP budget priorities
  - Planning for middle school elective program and intervention schedule
  - Review of CAASPP schedule
  - Implementation of classified staff survey and reflection
- April

**Annual Update:**

The LCAP annual update was presented to our school community via the Parent Council and the Dream It. Be It. (DIBI) Board of Directors March and April meetings. Progress was shared, goals and measures were reviewed and updated, and input was gathered for consideration in the development of the 2016-17 LCAP rough draft. The LCAP rough draft was presented at the May 12th board meeting for discussion and revision.

**Annual Update:**

Describe activities for this year planning for 2016-17

Changes/Updates for Goal 1:

1. The 2016-17 LCAP will include additional funding to attract and retain highly qualified substitute teachers.
2. Staff and Board will continue work to shorten the current salary schedule.
3. Additional funding will be allocated in the LCAP for implementation of an adequate IT structure at the new school

- site.
4. The LCAP budget will reflect changes in the budget to implement safety actions such as landscaping, fencing, fire and burglar systems.
  5. Kitchen equipment will be installed to the extent feasible during construction of the new facility, and lunch options will be explored for the next school year.
  6. Staff and community members are working on grants for playground equipment to supplement funds raised at the annual school gala. Additional funding may be included in the budget as needed once construction is complete.
  7. LCAP budget includes funding for classroom furniture and fixtures needed in the new facility.
  8. Staff professional development and team building events and materials will be added to the LCAP.

#### Changes/Updates for Goal 2:

1. Staff will research possibilities to incorporate report cards into student information system to increase efficiency in monitoring student progress.
2. Majority of certificated staff will attend the ReMake Camp offered by Sonoma County Office of Education.
3. First grade teacher will attend Annual K/1 Conference in Las Vegas.
4. A majority of the staff will attend the HCOE Shift Conference in June 2016.
5. Office staff will attend student information system training with School Pathways.
6. Additional money will be allocated in the current year to bring student to technology ratio closer to 1:1.
7. Locking/charging computer carts will be purchased in the current year since money is still available in this year's budget.
8. Funding will be allocated in the 2016-17 LCAP for purchase of replacement computers for the Tech Lab and replacement iPads for classroom use.
9. Meet the Masters art curriculum will continue to be included in LCAP.
10. One teacher is available to attend PLTW training for the middle school in 2016-17, and one K-5 teacher will attend training. Additional staff will attend in the 2017-18 school year.
11. Additional early release days will be allocated to provide time

for vertical teaming, student progress monitoring, team building, and instructional planning.

12. Staff will work to create a strategic plan for technology to be fully implemented by the 2017-18 school year.
13. Certificated staff will continue to work on professional goal setting with peer support and peer feedback.

#### Changes/Updates for Goal 3:

1. Staff will research possible professional development activities through online courses, HCOE offerings, etc. to improve skills and instructional strategies related to CCSS, NextGen, and STEAM.
2. Afterschool tutoring will be extended to be offered to all grade levels in 2016-17.
3. Current intervention assessments and programs will continue and will be analyzed for effectiveness regularly.
4. Staff will utilize time during early release days to analyze the impact and success of intervention programs, including the after school tutoring program.
5. Additional resources will be allocated to support middle school intervention/Success Hall.
6. Staff will present information about independent study requests and contracts to increase attendance rates and ensure proper completion of all documentation.
7. Funds will be allocated to purchase current assessment tools for progress monitoring in literacy and math.

#### Changes/Updates to Goal 4:

1. School staff will continue outreach efforts to provide ongoing information regarding school events through school and classroom newsletters, website, social media, and Parent Council meetings.
2. Board terms were restructured this year in order to encourage more involvement from RPrep families.
3. Love and Logic classes will continue to be offered and additional parent trainings will be explored for future implementation.
4. Staff will participate in mandated safety trainings offered through the CharterSafe JPA.
5. Students will participate in emergency preparedness and response activities in coordination with staff and local

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|  | <p>emergency personnel.</p> <ol style="list-style-type: none"> <li>6. Families will be encouraged to participate in the Family Events Committee and Parent Council.</li> <li>7. The Volunteer Coordinator position will be redefined including an updated job description.</li> <li>8. The RPrep Parent Handbook will be updated to reflect changes in policy and the new facilities site.</li> </ol> |
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil

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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<b>GOAL:</b>	<b>Goal 1: Provide safe and productive learning environment for all students</b>		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Redwood Prep will be housed in a new school facility for the 2016-17 school year.</li> <li>2. Currently there is a lack of classroom furniture to accommodate larger classrooms and the increased building size. Classroom projectors are outdated and in need of replacement in the lower grades.</li> <li>3. Three classrooms do not have locking technology carts to protect our technology equipment. The 2nd – 8th grades are at a 1:1 ratio for students to technology.</li> <li>4. TK - 1st grades are at a 2:1 ratio.</li> <li>5. Although teachers have adequate individual student progress monitoring tools available to determine individual student proficiency levels in every grade level, teachers do not have a comprehensive progress monitoring system that allows for consistent classroom level achievement tracking throughout the grade levels for reporting purposes.</li> <li>6. Differentiation tools used in the classroom, especially for intervention purposes, are not meeting the needs of all students.</li> <li>7. Teachers do not have enough time for data analysis and intervention collaboration to address the needs of our increasing student population.</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Redwood Preparatory Charter School	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Redwood Prep will exist in facility that provides adequate space for each grade level and the school instructional program as demonstrated in budget expenditures and projections, board meeting minutes, and facilities planning documentation.</li> <li>2. Budget documents and personnel reports will demonstrate continued funding to maintain intervention programs.</li> <li>3. Staff rosters for certificated and classified staff will show maintenance of personnel to students ratios and small class sizes.</li> <li>4. Budget documents and expense reports will demonstrate expenses for classroom projection systems to be installed as needed in the new facilities classrooms and continued efforts to bring student to technology ratio closer to 1:1.</li> <li>5. Budget docs and expense reports will record purchase of progress monitoring programs, and trimester student achievement data will indicate growth in student proficiency levels over time. Staff agendas and meeting minutes will demonstrate increased time for data analysis and staff collaboration on intervention strategies and systems.</li> <li>6. RPrep school information system course catalog will demonstrate that 100% of students will have access to grade-level appropriate, standards-aligned curriculum, technology, materials, and instruction and will be enrolled in appropriate grade classes instructed by highly qualified teachers.</li> <li>7. Payroll records and budget docs will show increase in substitute teacher pay.</li> <li>8. Staff and Board minutes will demonstrate collaboration efforts towards a shorter salary schedule.</li> <li>9. All classrooms will bear evidence of installation of a highly effective and efficient internet system.</li> <li>10. School safety records will indicate systems are in place to ensure a safe learning environment.</li> <li>11. Classrooms will demonstrate furnished and functional learning spaces.</li> <li>12. All classrooms and office spaces in the school will be equipped with a multi-line or VOIP phone system.</li> <li>13. Staff, daily class schedules, and personnel records will demonstrate maintenance of staffing levels similar or equal to prior year.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Finalize construction and fund contiguous housing of Redwood Prep students	Schoolwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$120,000

1.2 Maintain current intervention tech time and intervention services.	Low Income, EL, FY, and RFEP  Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$26,000
1.3 Maintain personnel to meet student needs	Schoolwide  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$378,084
1.4 Purchase new technology as needed to equip classrooms with digital projection systems and to continue progress toward a school-wide 1:1 student to technology ratio.	Schoolwide  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$2,100
1.5 Maintain funding for current assessment tools and purchase additional curriculum as needed to upgrade and /or support K-8th grade instruction (including digital programs and/or software.	Purchase additional curriculum  Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$13,500

<p><b>1.6</b> Purchase additional K-8 standards-aligned curriculum with Renaissance intervention and assessment tools and materials as needed to align curriculum with CA Common Core goals</p>	<p>Intervention Groups Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0</p>
<p><b>1.7</b> Provide additional funding to attract and retain highly qualified substitute teachers.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p><b>1.8</b> Staff and Board will continue work to shorten the current salary schedule. Cost is being researched.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p><b>1.9</b> Allocate additional funding for implementation of an adequate IT structure at the new school site</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000</p>

<p><b>1.10</b> Purchase materials and supplies along with services needed for landscaping, fencing, fire and burglary systems.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000</p>
<p><b>1.11</b> Purchase additional furnishings as needed for classrooms in the new facility.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$30,000</p>
<p>1. 12 Install multi-line or VOIP phone system in classrooms and offices at new site.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,000</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Budget documents will demonstrate ongoing lease payment toward Redwood Prep's school facilities.</li> <li>2. Budget documents and personnel reports will demonstrate continued funding to maintain intervention programs.</li> <li>3. Staff rosters for certificated and classified staff will show maintenance of personnel to students ratios and small class sizes.</li> <li>4. Budget documents and expense reports will demonstrate maintenance of 1:1 student to technology ratio.</li> <li>5. Budget docs and expense reports will demonstrate funding for progress monitoring programs, and trimester student achievement data will indicate growth in student proficiency levels over time. Staff agendas and meeting minutes will demonstrate increased time for data analysis and staff collaboration on intervention strategies and systems.</li> <li>6. RPrep school information system course catalog will demonstrate that 100% of students will have access to grade-level appropriate, standards-aligned curriculum, technology, materials, and instruction and will be enrolled in appropriate grade classes instructed by highly qualified teachers.</li> <li>7. Payroll records and budget docs demonstrate competitive substitute teacher pay.</li> <li>8. All classrooms will bear evidence of installation of a highly effective and efficient internet system.</li> <li>9. School safety records will indicate systems are in place to ensure a safe learning environment.</li> <li>10. Classrooms will model furnished and functional learning spaces.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1.1</b> Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students.	Schoolwide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$120,000
<b>1.2</b> Maintain funding for intervention staff and programs.	Schoolwide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$41,000

<p><b>1.3</b> Engage in opportunities for community support provided through HCOE programs such as Decade of Difference and the Fortuna Multi-generational Center family/community trainings and events, with set budget for opportunities pertaining specifically for support of low income and English Learner students.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>1.4</b> Repair and replace technology as needed to maintain 1:1 student to technology ratio.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p><b>1.5</b> Purchase progress monitoring programs and systems for use identifying student progress and students' instructional needs.</p>	<p>schoolwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>\$1,000</p>
<p><b>1.6</b> Purchase upgrades and maintenance of the student information system to provide demographic, academic, and program information about students to school staff.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,300</p>

<p><b>1.7</b> Provide funding for substitute teacher salaries at levels to remain competitive with other local schools.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p><b>1.8</b> Maintain and upgrade Internet systems, as needed, to provide adequate service for all classrooms.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>
<p><b>1.9</b> Analyze school safety systems and update, as needed, to provide safe school environment for all students.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>1.10</b> Purchase additional classroom furnishings, as needed, to provide and engaging and appropriate learning environment.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>

1.11 Maintain current intervention tech time and intervention services.	Low Income, EL, FY, and RFEP  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$26,000
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Budget documents and personnel reports will demonstrate continued funding to maintain intervention programs.</li> <li>2. Staff rosters for certificated and classified staff will show maintenance of personnel to students ratios and small class sizes.</li> <li>3. Budget documents and expense reports will demonstrate expenses for classroom projection systems to be installed as needed in the new facilities classrooms and continued efforts to bring student to technology ratio closer to 1:1.</li> <li>4. Budget docs and expense reports will record purchase of progress monitoring programs, and trimester student achievement data will indicate growth in student proficiency levels over time. Staff agendas and meeting minutes will demonstrate increased time for data analysis and staff collaboration on intervention strategies and systems.</li> <li>5. RPrep school information system course catalog will demonstrate that 100% of students will have access to grade-level appropriate, standards-aligned curriculum, technology, materials, and instruction and will be enrolled in appropriate grade classes instructed by highly qualified teachers.</li> <li>6. Payroll records and budget docs will show increase in substitute teacher pay.</li> <li>7. Staff and Board minutes will demonstrate collaboration efforts towards a shorter salary schedule.</li> <li>8. All classrooms will bear evidence of installation of a highly effective and efficient internet system.</li> <li>9. School safety records will indicate systems are in place to ensure a safe learning environment.</li> <li>10. Classrooms will demonstrate furnished and functional learning spaces.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Maintain funding for intervention staff and programs.	Schoolwide  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	\$41,000

<p><b>1.2</b> Maintain current intervention tech time and intervention services.</p>	<p>Low Income, EL, FY, and RFEP  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$26,000</p>
<p><b>1.3</b> Engage in opportunities for community support provided through HCOE programs such as Decade of Difference and the Fortuna Multi-generational Center family/community trainings and events, with set budget for opportunities pertaining specifically for support of low income and English Learner students.</p>	<p>schoolwide  Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500</p>
<p><b>1.4</b> Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students.</p>	<p>Schoolwide  Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$120,000</p>
<p><b>1.5</b> Purchase progress monitoring programs and systems for use identifying student progress and students' instructional needs.</p>	<p>schoolwide  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$1,000</p>

<p><b>1.6</b> Maintain and upgrade Internet systems, as needed, to provide adequate service for all classrooms.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>
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<b>GOAL:</b>	<b>Goal 2:</b> Provide an innovative and engaging 21st Century instructional program for all students		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Redwood Prep student population continues to grow creating a need for additional technology tools in order to fully implement STEM activities into daily instruction.</li> <li>2. Technology tools purchased three and four years ago require a significant amount of maintenance or replacement.</li> <li>3. The Redwood Prep staff is trained to implement the Project Lead the Way STEM program, but each module requires different and new tools and materials for full implementation of the program. In order to continue implementation of Project Lead the Way curriculum and instruction, additional training is required of the staff.</li> <li>4. As technology evolves, additional teacher training is needed to remain current with implementation and instruction of technology and 21st century skills for students to meet the common core and next gen standards.</li> <li>5. Student involvement in instructional activities beyond the walls of their classrooms requires funding for participation fees, transportation, materials, etc.</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Redwood Preparatory Charter School	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. School and classroom technology inventory lists will indicate movement toward a student to technology ratio of 1:1 in all grade levels.</li> <li>2. Professional development logs, staff trainings, and budget expenditure reports will show teacher training provided as needed to fully implement PLTW and other STEM related instructional programs. 100% of RPrep students will have access to fully implemented CCSS instruction in all grade levels as demonstrated by purchase records and school budget.</li> <li>3. Budget docs and expense records will indicate spending for technology replacement as needed.</li> <li>4. Teacher lesson plans, expense records, and student produced work will indicate a high level of differentiated, digitally supported, and technology rich instructional activities.</li> <li>5. Expense records will indicate ongoing funding for Project Lead the Way kits, training, and materials.</li> <li>6. Staff and leadership team meeting notes will demonstrate progress toward digitally recorded and archived report cards and progress monitoring reports within the school student information system.</li> <li>7. Expense records, staff and board meeting reports, and teacher lesson plans will demonstrate ongoing funding and participation for staff in technology-based professional development opportunities.</li> <li>8. Classrooms will exhibit locking storage units for classroom technology equipment.</li> <li>9. Expense records and teacher lesson plans will exhibit ongoing development of arts education.</li> <li>10. Publicized information (social media, newsletters, news media, etc) will demonstrate student participation in county-wide academic events such as the Spelling Bee, History Day, and the Humboldt County Science Fair.</li> <li>11. 100% of student fees for participation in off campus academic activities will be funded as indicated in activity participation sign up invoices and budget expenditure reports.</li> </ol>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>2.1</b> Purchase new technology to accommodate additional student population and implementation needs for STEM instructional activities, such as Project Lead the Way</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,000</p>
<p><b>2.2</b> Provide funding for continued teacher training in STEM-related instruction, such as Project Lead the Way (PLTW), Google for Educators, Leading Edge Innovative Technology Instruction, etc.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,800</p>
<p><b>2.3</b> Provide funding for repair and replacement of technology tools as needed to implement school programs</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,500</p>

<p><b>2.4</b> Purchase online curriculum, professional development and tech training webinars, blended learning programs, etc. to increasingly engage student to gain proficiency in self-directed and problem or project-based learning</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>
<p><b>2.5</b> Purchase additional PLTW kits and materials for new PLTW courses K-8</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>
<p><b>2.6</b> Provide training for staff to incorporate student report cards and progress monitoring reports into the Redwood Prep student information system to provide a more efficient way for teachers to access student records.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0  Staff time only</p>
<p><b>2.7</b> All certificated staff will participate in the Sonoma County Office of Education ReMake Camp in the summer of 2016. A majority of staff will participate in Humboldt County SHIFT Conference.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,400</p>

<p><b>2.8</b> Purchase locking/charging computer carts to be available in every classroom to protect technology equipment.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500</p>
<p><b>2.9</b> Purchase additional set of the Meet the Masters Art Curriculum to add the the repertoire of art lessons available for students in all grade levels.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,200</p>
<p><b>2.10</b> Provide opportunities for Redwood Prep students to participate in a variety of countywide events and to share learning activities and outcomes with students from other local schools.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>2.11</b> Staff, Board, and School Community members will collaborate to develop a schoolwide technology plan to be implemented in the 2017-18 school year.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0  Staff time only</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. School and classroom technology inventory lists will indicate a student to technology ratio of 1:1 in all grade levels.</li> <li>2. Professional development logs, staff trainings, and budget expenditure reports will show teacher training provided as needed to fully implement PLTW and other STEM related instructional programs. 100% of RPrep students will have access to fully implemented CCSS instruction in all grade levels as demonstrated by purchase records and school budget.</li> <li>3. Budget docs and expense records will indicate spending for technology repair and/or replacement as needed.</li> <li>4. Teacher lesson plans, expense records, and student produced work will indicate a high level of differentiated, digitally supported, and technology rich instructional activities.</li> <li>5. Expense records will indicate ongoing purchasing of Project Lead the Way kits, training, and materials.</li> <li>6. Student Information System will provide evidence of digitally recorded and archived student report cards and progress monitoring reports.</li> <li>7. Teacher lesson plans, websites, and parent newsletters will demonstrate increased use of technology as a tool for invention and innovation.</li> <li>8. Teacher lesson plans will indicate ongoing development of arts education.</li> <li>9. Publicized information (social media, newsletters, news media, etc) will demonstrate student participation in county-wide academic events such as the Spelling Bee, History Day, and the Humboldt County Science Fair.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p><b>2.1</b> Purchase new technology to accommodate additional student population and implementation needs for STEM instructional activities, such as Project Lead the Way</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000</p>
<p><b>2.2</b> Provide funding for continued teacher training in STEM-related instruction, such as Project Lead the Way (PLTW), Google for Educators, Leading Edge Innovative Technology Instruction, etc.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>

<p><b>2.3</b> Provide funding for repair and replacement of technology tools as needed to implement school programs</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p><b>2.4</b> Purchase online curriculum, professional development and tech training webinars, blended learning programs, etc. to increasingly engage student to gain proficiency in self-directed and problem or project-based learning</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>
<p><b>2.5</b> Purchase additional PLTW kits and materials for new PLTW courses K-8</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>
<p><b>2.6</b> Funding for the Redwood Prep Student Information System will be maintained and updated, as needed.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,200</p>

<p><b>2.7</b> 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.</p>	<p>schoolwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000</p>
<p><b>2.8</b> Purchase additional set of the Meet the Masters Art Curriculum to add the the repertoire of art lessons available for students in all grade levels.</p>	<p>Schoolwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,200</p>
<p><b>2.9</b> Provide opportunities for Redwood Prep students to participate in a variety of countywide events and to share learning activities and outcomes with students from other local schools.</p>	<p>Schoolwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Professional development logs, staff trainings, and budget expenditure reports will show teacher training provided as needed to fully implement PLTW and other STEM related instructional programs. 100% of RPrep students will have access to fully implemented CCSS instruction in all grade levels as demonstrated by purchase records and school budget.</li> <li>2. Teacher lesson plans, expense records, and student produced work will indicate a high level of differentiated, digitally supported, and technology rich instructional activities.</li> <li>3. Expense records will indicate ongoing purchasing of Project Lead the Way kits, training, and materials</li> <li>4. School and classroom technology inventory lists will indicate a student to technology ratio of 1:1 in all grade levels.</li> <li>5. Budget docs and expense records will indicate spending for technology repair and/or replacement as needed.</li> <li>6. Student Information System will provide evidence of digitally recorded and archived student report cards and progress monitoring reports.</li> <li>7. Teacher lesson plans, websites, and parent newsletters will demonstrate increased use of technology as a tool for invention and innovation.</li> <li>8. Teacher lesson plans will indicate ongoing development of arts education.</li> <li>9. Publicized information (social media, newsletters, news media, etc) will demonstrate student participation in county-wide academic events such as the Spelling Bee, History Day, and the Humboldt County Science Fair.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p><b>2.1</b> Provide funding for continued teacher training in STEM-related instruction, such as Project Lead the Way (PLTW), Google for Educators, Leading Edge Innovative Technology Instruction, etc.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10000</p>
<p><b>2.2</b> Purchase online curriculum, professional development and tech training webinars, blended learning programs, etc. to increasingly engage student to gain proficiency in self-directed and problem or project-based learning</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5000</p>

<b>2.3</b> Purchase/Repentish PLTW kits and materials for PLTW courses K-8	schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5000
<b>2.4</b> Purchase additional technology to replace or supplement current inventory.	schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,000
<b>2.5</b> Maintain funding for school student information system/program.	schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1500
<b>2.6</b> Provide funding for repair and replacement of technology tools as needed to implement school programs	schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000

<p><b>2.7</b> 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.</p>	<p>schoolwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000</p>
<p><b>2.8</b> Purchase additional set of the Meet the Masters Art Curriculum to add the the repertoire of art lessons available for students in all grade levels.</p>	<p>Schoolwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,200</p>
<p><b>2.9</b> Provide opportunities for Redwood Prep students to participate in a variety of countywide events and to share learning activities and outcomes with students from other local schools.</p>	<p>Schoolwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500</p>

<b>GOAL:</b>	<b>Goal 3.</b> Ensure that the learning needs of all students are being met through appropriate and differentiated instruction	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 X 6 X 7 _8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. RPrep has an extensive collection of literacy intervention materials at this time.</li> <li>2. The school purchased a math intervention support program in 2015, but additional materials are needed to cover a broader area of intervention needs. Most staff members do not have significant training with math intervention.</li> <li>3. Experienced teachers at Rprep have significant training with early literacy, but newer staff members have not participated in extensive intervention training.</li> <li>4. Additional professional development is needed for staff on how to effectively implement technology tools and assessment programs available for differentiated instruction and student progress monitoring.</li> <li>5. Current assessment tools and achievement data reports do not comprehensively reflect the progress across grade levels at the classroom level as aligned with new Common Core and Next Gen standards.</li> <li>6. School Psychologist services increased from 10 to 40 days this year for Redwood Prep.</li> </ol>	
<b>Goal Applies to:</b>	<b>Schools:</b> Redwood Preparatory Charter School  <b>Grades:</b> All	<b>Applicable Pupil Subgroups:</b> All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Staff meeting minutes will reflect increased focus and time spent on discussion, training, and implementation of math intervention strategies and programs.</li> <li>2. Purchase invoices and budget expenditure reports will demonstrate addition of intervention tools and assessments for increased math differentiation, intervention, and progress monitoring. Written school and individual teacher goals, professional development records, and school budget summary reports will demonstrate full implementation of CCSS instruction Tk-8th grade.</li> <li>3. Increase scope of afterschool tutoring and homework help program targeting all TK-8th grade low income, EL, FY, and RFEP students.</li> <li>4. Staff meeting minutes will reflect outcome of analysis of current assessment tools and programs. Expense reports will indicate purchase of replacement tools or maintenance of funding for currently used tools.</li> <li>5. Classrooms will exhibit areas designed for differentiated and intervention-based instruction.</li> <li>6. Budget and expense records will demonstrate funding for replacement or repair of old technology items.</li> <li>7. Budget and personnel records will indicate an increase in funding for middle school intervention support.</li> <li>8. Percentage of completed independent study contracts will demonstrate effectiveness of increased communication and training for parents about IS contracts.</li> <li>9. Personnel and expense records will demonstrate an increase in the amount of time and funding allotted for school psychologist services.</li> </ol>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>3.1</b> 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.</p>	<p>Low Income, EL, FY, RFEP  Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>
<p><b>3.2</b> Purchase research-based intervention and enrichment materials that are aligned with CA Common Core standards to be used with low income and English Learner students.</p>	<p>Low Income, EL, RFEP  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500</p>
<p><b>3.3</b> Increase scope of afterschool tutoring and homework tutor program targeting all TK-8th grade low income, EL, FY, and RFEP students.</p>	<p>Low Income, EL, FY, RFEP  Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,500</p>

<p><b>3.4</b> Analyze current assessment tools for reliability and effectiveness. Replace outdated tools with more relevant assessments, and renew subscriptions to student progress monitoring programs that are effective.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,000</p>
<p><b>3.5</b> Purchase classroom furniture and accessories that will provide spaces for a variety of instructional settings, including whole group, small group, 1 to 1 conferencing, partner reading, enrichment and intervention support</p>	<p>Schoolwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500</p>
<p><b>3.6</b> Replace/update technology tools and continue check-out technology system for low income and English learner students without adequate technology at home to complete school projects and homework.</p>	<p>Low Income, EL, FY, RFEP Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000</p>
<p><b>3.7</b> Allocate additional resources to support struggling students in math and literacy during Success Hall time for grades 6th through 8th.</p>	<p>6th through 8th grades Grades: 6th, 7th, 8th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>\$2,500</p>

<p><b>3.8</b> Provide additional outreach and training for Redwood Prep families in efforts to increase timely participation of Independent Study contracts when students miss school.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p><b>3.9</b> Additional resources will be allocated to cover the costs of school psychologist services.</p>	<p>schoolwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$24,000</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Staff meeting minutes will reflect increased focus and time spent on discussion, training, and implementation of math intervention strategies and programs.</li> <li>2. Purchase invoices and budget expenditure reports will demonstrate addition of intervention tools and assessments for increased math differentiation, intervention, and progress monitoring. Written school and individual teacher goals, professional development records, and school budget summary reports will demonstrate full implementation of CCSS instruction Tk-8th grade.</li> <li>3. Student achievement data, formal and informal assessment results will demonstrate impact of intervention and afterschool tutoring/homework help sessions.</li> <li>4. Staff meeting minutes will reflect outcome of analysis of current assessment tools and programs. Expense reports will indicate purchase of replacement tools or maintenance of funding for currently used tools.</li> <li>5. Expense records and classroom display will demonstrate replacement and upgrade of classroom furniture, as needed.</li> <li>6. Expense records and inventory lists will demonstrate replacement and repair of intervention technology tools.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p><b>3.1</b> 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.</p>	<p>Low Income, EL, FY, RFEP</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,000</p>
<p><b>3.2</b> Purchase research-based intervention and enrichment materials that are aligned with CA Common Core standards to be used with low income and English Learner students.</p>	<p>Low Income, EL, FY, RFEP</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$1,500</p>
<p><b>3.3</b> Continue funding para professional staff position for students to achieve mastery of grade level standards during afterschool tutoring and homework help sessions as needed for low income, EL, and RFEP students.</p>	<p>Low Income, EL, FY, RFEP</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$5,000</p>
<p><b>3.4</b> Renew subscriptions to student progress monitoring programs such as NWEA MAP, Edmodo Snapshot, and DIBELS to assist staff in analyzing student achievement and planning differentiated instruction strategies</p>	<p>Schoolwide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$6,100</p>

<p><b>3.5</b> Purchase classroom furniture and accessories that will provide spaces for a variety of instructional settings, including whole group, small group, 1 to 1 conferencing, partner reading, enrichment and intervention support</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expenses included in 1.1</p>
<p><b>3.6</b> Replace/update technology tools and continue check-out technology system for low income and English learner students without adequate technology at home to complete school projects and homework.</p>	<p>Low Income, EL, FY, RFEP Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Personnel records will indicate maintenance of funding for paraprofessional support in the classrooms. Student achievement data, formal and informal assessment results will demonstrate impact of intervention and afterschool tutoring/homework help sessions.</li> <li>2. Staff meeting minutes will reflect increased focus and time spent on discussion, training, and implementation of intervention strategies and programs.</li> <li>3. Purchase invoices and budget expenditure reports will demonstrate addition of intervention tools and assessments for increased math differentiation, intervention, and progress monitoring.</li> <li>4. Staff meeting minutes will reflect outcome of analysis of current assessment tools and programs. Expense reports will indicate purchase of replacement tools or maintenance of funding for currently used tools.</li> <li>5. Expense records and inventory lists will demonstrate replacement and repair of intervention technology tools.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p><b>3.1</b> Continue funding para professional staff position for students to achieve mastery of grade level standards during afterschool tutoring and homework help sessions as needed for low income, EL, and RFEP students.</p>	<p>Low Income, EL, FY, RFEP Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000</p>
<p><b>3.2</b> 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.</p>	<p>Low Income, EL, FY, RFEP Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$2,000</p>
<p><b>3.3</b> Purchase research-based intervention and enrichment materials that are aligned with CA Common Core standards to be used with low income and English Learner students.</p>	<p>Low Income, EL, FY, RFEP Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$1,500</p>
<p><b>3.4</b> Renew subscriptions to student progress monitoring programs such as NWEA MAP, Edmodo Snapshot, and DIBELS to assist staff in analyzing student achievement and planning differentiated instruction strategies</p>	<p>Schoolwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$6,100</p>

<p><b>3.5</b> Replace/update technology tools and continue check-out technology system for low income and English learner students without adequate technology at home to complete school projects and homework.</p>	<p>Low Income, EL, FY, RFEP</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$5,000</p>
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<b>GOAL:</b>	<b>Goal 4:</b> Implement programs and strategies to support regular student attendance, parent involvement, and continued school engagement	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. As the school increases in population, staff and parents report more challenges in maintaining a positive and familiar relationship between families and the school.</li> <li>2. The addition of students in the older grades presents classroom management challenges due to the unfamiliar culture and norms of a new school for them.</li> <li>3. Many parents are not familiar with the Love and Logic, Marvin Marshall, Responsive Classroom, and Habits of Mind philosophies embraced by Redwood Prep.</li> <li>4. New families report a need for a source of information with more detail than the current Redwood Prep Parent Handbook.</li> </ol>	
<b>Goal Applies to:</b>	<b>Schools:</b> Redwood Preparatory Charter School  <b>Grades:</b> All	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Event attendance records, social media reports, and news articles will demonstrate student participation in a wide variety of HCOE academic events.</li> <li>2. Budget expenditures and individual staff goal setting documents will demonstrate participation in professional development training in programs such as Love and Logic, Growth Mindset, Raise Reponsibility, or other Redwood Prep embraced philosophies to provide additional support and training for staff and parents.</li> <li>3. Family Events, Parent Council, and student conference attendance rosters and participation rates for the annual Family Survey will demonstrate increased levels of parent input regarding the progress of our school community.</li> <li>4. Parent Communication logs and parent-teacher conference notes will indicate increased outreach to families of chronically absent children.</li> <li>5. Staff, Parent Council, and Board of Director meeting agendas and minutes will reflect ongoing progress and updates to RPrep Family Handbook as needed with new facility and changing state and local policies.</li> <li>6. School communication records will indicate personal communication efforts of staff to inform and invite unduplicated students' families to join RPrep committees.</li> <li>7. Student suspension and expulsion rates will remain low in accordance with state appropriate expectations.</li> <li>8. School safety team meeting minutes, updates to school safety plan, and teacher lesson plans will demonstrate student participation in emergency preparedness and response trainings. Staff meeting minutes will demonstrate staff involvement in mandatory safety trainings.</li> <li>9. Parent involvement records will indicate increased parent participation in school volunteer activities.</li> <li>10. Staff sign in roster and expense records will demonstrate staff participation in CPR/First Aid training and certification prior to 2016-17 school year.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>4.1</b> Engage in opportunities for community support provided through HCOE programs such as Decade of Difference and the Fortuna Multi-generational Center family/community trainings and events, with set budget for opportunities pertaining specifically for support of low income and English Learner students.</p>	<p>Schoolwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$1,000</p>

<p><b>4.2</b> Provide training and professional development opportunities for staff to learn Love and Logic, Marvin Marshall, Responsive Classroom, Habits of Mind, etc. Redwood Prep will offer a minimum of three sets of parent education courses designed to increase family involvement and student success.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000</p>
<p><b>4.3</b> Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200</p>
<p><b>4.4</b> Work specifically with chronically absent children's families to provide support and information promoting the importance of regular school attendance</p>	<p>Schoolwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>4.5</b> Update Parent Handbook to include additional information as deemed necessary according to new family survey and Parent Council recommendations.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>

<p><b>4.6</b> Extend personal invitations to families of unduplicated students to encourage participation in Redwood Prep committees, events, and activities.</p>	<p>schoolwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>
<p><b>4.7</b> Develop positive and proactive relationships with students and families to improve school climate and decrease disciplinary incidents. Training and peer support will be offered to new employees to familiarize them with Redwood Prep behavior management practices.</p>	<p>schoolwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$300</p>
<p><b>4.8</b> 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.</p>	<p>Schoolwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500</p>
<p><b>4.9</b> Define and update parent volunteer coordinator position with a job description in coordination between Parent Council and school staff.</p>	<p>schoolwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>

<p><b>4.10</b> Staff will participate in CPR and First Aid training to obtain or re-certify training status.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1500</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Event attendance records, social media reports, and news articles will demonstrate student participation in a wide variety of HCOE academic events.</li> <li>2. Budget expenditures and individual staff goal setting documents will demonstrate participation in professional development training in programs such as Love and Logic, Growth Mindset, Raise Reponsibility, or other Redwood Prep embraced philosophies to provide additional support and training for staff and parents.</li> <li>3. Family Events, Parent Council, and student conference attendance rosters and participation rates for the annual Family Survey will demonstrate increased levels of parent input regarding the progress of our school community.</li> <li>4. Parent Communication logs and parent-teacher conference notes will indicate increased outreach to families of chronically absent children.</li> <li>5. Staff, Parent Council, and Board of Director meeting agendas and minutes will reflect ongoing progress and updates to RPrep Family Handbook as needed to reflect changing state and local policies.</li> <li>6. School safety team meeting minutes, updates to school safety plan, and teacher lesson plans will demonstrate student participation in emergency preparedness and response trainings. Staff meeting minutes will demonstrate staff involvement in mandatory safety trainings.</li> </ol>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p><b>4.1</b> Engage in opportunities for community support provided through HCOE programs such as Decade of Difference and the Fortuna Multi-generational Center family/community trainings and events, with set budget for opportunities pertaining specifically for support of low income and English Learner students.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000</p>

<p><b>4.2</b> Provide training and professional development opportunities for new staff to learn Love and Logic, Marvin Marshall, Responsive Classroom, Habits of Mind, etc.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000</p>
<p><b>4.3</b> Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200</p>
<p><b>4.4</b> Work specifically with chronically absent children's families to provide support and information promoting the importance of regular school attendance</p>	<p>Schoolwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>4.5</b> Update Parent Handbook to include additional information as deemed necessary according to new family survey and Parent Council recommendations.</p>	<p>Schoolwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>

<p><b>4.6</b> 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.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Family Events, Parent Council, and student conference attendance rosters and participation rates for the annual Family Survey will demonstrate increased levels of parent input regarding the progress of our school community.</li> <li>2. Event attendance records, social media reports, and news articles will demonstrate student participation in a wide variety of HCOE academic events.</li> <li>3. Budget expenditures and individual staff goal setting documents will demonstrate participation in professional development training in programs such as Love and Logic, Growth Mindset, Raise Responsibility, or other Redwood Prep embraced philosophies to provide additional support and training for staff and parents.</li> <li>4. The Parent Handbook will demonstrate edits and changes reflective of new school policies and relevant new information.</li> <li>5.</li> <li>6. School safety team meeting minutes, updates to school safety plan, and teacher lesson plans will demonstrate student participation in emergency preparedness and response trainings. Staff meeting minutes will demonstrate staff involvement in mandatory safety trainings.</li> <li>7. Staff sign in roster and expense records will demonstrate staff participation in CPR/First Aid training and certification prior to 2016-17 school year.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p><b>4.1</b> Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200</p>

<p><b>4.2</b> Engage in opportunities for community support provided through HCOE programs such as Decade of Difference and the Fortuna Multi-generational Center family/community trainings and events, with set budget for opportunities pertaining specifically for support of low income and English Learner students.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000</p>
<p><b>4.3</b> Provide training and professional development opportunities for new staff to learn Love and Logic, Marvin Marshall, Responsive Classroom, Habits of Mind, etc.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000</p>
<p><b>4.4</b> Update Parent Handbook to include additional information as deemed necessary according to new family survey and Parent Council recommendations.</p>	<p>Schoolwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>
<p><b>4.5</b> Work specifically with chronically absent children's families to provide support and information promoting the importance of regular school attendance</p>	<p>Schoolwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>

<p><b>4.6</b> 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.</p>	<p>Schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500</p>
<p><b>4.7</b> Staff will participate in CPR and First Aid training to obtain or re-certify training status.</p>	<p>schoolwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1500</p>

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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 Education Code 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 schoolsites 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?

<b>Original Goal from prior year LCAP:</b>	<b>Goal 1:</b> Provide safe and productive learning environment for all students		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	Redwood Preparatory Charter School	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>RPrep school information system will demonstrate 100 % of teachers working in core academic subjects will be highly qualified. RPrep school information system course catalog will demonstrate that 100% of students will have access to grade-level appropriate, standards-aligned curriculum, technology, materials, and instruction and will be enrolled in appropriate grade classes instructed by highly qualified teachers. Redwood Prep students will have access to learning spaces and school facilities which are established to be in good repair according to school safety guidelines inspected and reported by qualified facilities inspection personnel. Redwood Prep will acquire a facility that will provide adequate space for each grade level and the school instructional program as demonstrated in budget expenditures and projections, board meeting minutes, and facilities planning documentation. Redwood Prep will purchase additional technology to bring the TK-5 student to technology ratio up to a minimum of 3:1. School and classroom level progress monitoring tools will be purchased or developed by staff for TK-8th grade as indicated in school expenditure reports and staff development logs. At least 10% additional time will be allocated and reported in monthly staff meeting minutes for the purpose of monitoring student progress in CCSS and cross grade level collaboration planning and reviewing CCSS implementation each month.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. All certificated staff is considered highly qualified, but there is a significant lack of substitute teachers available, especially in the upper grades. Joe Toroni inspected school with Chief Lon Winburn. School passed safety inspection.</li> <li>2. Due to lease arrangement with Church of the Nazarene, some items are not aligned with CA Facilities Inspection documents. South School campus is maintained by FESD who performs their own safety and facilities conditions reports. Parent survey indicates 92.9% (42 responses) of respondents believe RPrep provides a safe learning environment.</li> <li>3. Parent Council minutes provide evidence of ongoing facilities progress – USDA Loan, Purchase of Property, Construction Timelines, etc. Board Minutes provide evidence of construction plans for adequate classroom space for all grade levels TK-8th grade by the 2016-17 school year. Financial documents demonstrate ongoing progress in construction process. Contract agreements with construction companies indicate facilities completion expectation by the end of July, 2016.</li> <li>4. Current student to technology is 1:1 in second through eighth grades and 2:1 in TK through first grade.</li> </ol>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Continue lease agreement or purchase of modular classrooms to house RPrep's student population and purchase any additional furniture needed to implement instructional program		\$70,000	Modulars are being constructed now. Completion is expected by the end of May  Rented Nazarene Church facilities and purchased furniture to implement program.		\$982,104  \$46,124
<b>Scope of service:</b>	Schoolwide  Grades: All		Scope of service:	Schoolwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 Lease five portable classrooms on the South Fortuna Elementary site to house the 5th-8th grade RPrep students.		\$12,500	Five portable classrooms are rented for 5th - 8th grade classrooms.		\$26,311
<b>Scope of service:</b>	All  Grades: All		Scope of service:	All  Grades: 5th, 6th, 7th, 8th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>1.3</b> Purchase, construct, and remodel facilities site for contiguous housing of Redwood Prep students		\$2,000,000 – financing options in progress at this time	A 2.7 million dollar loan was secured through the USDA Rural Development Program for construction of a new school facility for RPrep. RPrep will use money accumulated in our ending fund balance and grant funding from Prop 39 to supplement facilities costs.	\$3,300,000
<b>Scope of service:</b>	Schoolwide  Grades: All		Scope of service:	Schoolwide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>1.4</b> Maintain current intervention tech time and increase intervention services by adding .4 FTE intervention tech time and .2 certificated intervention position		\$26,390 (current)  \$13,000 (new)	Current intervention tech and intervention times have been maintained. Additional afterschool tutoring help was added four days per week in February.	\$39,390

<b>Scope of service:</b>	Low Income, EL, FY, and RFEP Grades: All		Scope of service:	Low Income, EL, FY< and RFEP Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
1.5 Maintain personnel to meet student needs		\$166,215	Personnel levels are adequate to meet student needs.		\$351,607
<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.6 Purchase new technology as needed to obtain move toward a school-wide 1:1 student to computer ratio.		\$20,000	Technology was purchased to increase student ratio to 1:1 in second through eighth grades and 2:1 in TK through first grade.		\$25,016
<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	

<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
<b>1.7</b> Purchase additional curriculum as needed to upgrade and /or support K-8th grade instruction (including digital programs and/or software.		\$10,000	Additional curriculum was ordered to upgrade old curriculum and to support growing student population.		\$4689
<b>Scope of service:</b>	Schoolwide  Grades: All		<b>Scope of service:</b>	Schoolwide  Grades: All	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
<b>1.8</b> Purchase additional K-8 standards-aligned curriculum with intervention tools and materials as needed to align curriculum with CA Common Core goals		\$5,000	Additional standards-aligned curriculum and intervention tools were purchased as needed to integrate CA Common Core goals.		\$5,000
<b>Scope of service:</b>	Intervention Groups  Grades: All		<b>Scope of service:</b>	Schoolwide  Grades: All	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
<b>1.9</b> Purchase TK curriculum and intervention materials aligned with Common Core goals		\$2,500	TK curriculum and intervention materials were purchased.	\$721.00
<b>Scope of service:</b>	Schoolwide  Grades: TK		Scope of service:  Schoolwide  Grades: TK	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<b>What changes in actions, services, and expenditures</b>	<p>Recommendations made by RPrep stakeholder groups for changes in actions, services, and expenditures include:</p> <ol style="list-style-type: none"> <li>1. The 2016-17 LCAP will include additional funding to attract and retain highly qualified substitute teachers.</li> <li>2. Staff and Board will continue work to shorten the current salary schedule.</li> <li>3. Additional funding will be allocated in the LCAP for implementation of an adequate IT structure at the new school site.</li> <li>4. The LCAP budget will reflect changes in the budget to implement safety actions such as landscaping, fencing, fire and burglary systems.</li> <li>5. Kitchen equipment will be installed to the extent feasible during construction of the new facility, and lunch options will be explored for the next school year.</li> <li>6. Staff and community members are working on grants for playground equipment to supplement funds raised at the annual school gala. Additional funding may be included in the budget as needed once construction is complete.</li> <li>7. LCAP budget includes funding for classroom furniture and fixtures needed in the new facility.</li> <li>8. Staff professional development and team building events and materials will be added to the LCAP.</li> </ol>
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<b>Original Goal from prior year LCAP:</b>	<b>Goal 2:</b> Provide an innovative and engaging 21st Century instructional program for all students	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:				
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>Redwood Preparatory Charter School</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	Redwood Preparatory Charter School	Grades:	All	
Schools:	Redwood Preparatory Charter School					
Grades:	All					
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of RPrep students will have access to fully implemented CCSS instruction in all grade levels as demonstrated by purchase records and school budget. Student achievement data aligned to CCSS will demonstrate proficiency levels equal to or above FESD District data as reported on state and federal assessment outcomes and AYP reports. RPrep will obtain a minimum 3:1 ratio of students to computers/iPads during core instructional time demonstrated by school-wide and classroom technology inventory lists. 100% of Rprep students will have access to ongoing STEM instruction throughout the 2015-16 school year demonstrated by teacher lesson plans, publicized activities, and student participation in county-wide academic events such as the Spelling Bee, History Day, and the Humboldt County Science Fair. Teacher training will be provided as needed to fully implement PLTW and other STEM related instructional programs as demonstrated in professional development logs, staff trainings, and budget expenditure reports. 100% of student fees for participation in off campus academic activities will be funded as indicated in activity participation sign up invoices and budget expenditure reports.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 100% of RPrep students have access to CCSS instruction.</li> <li>2. Student achievement data as indicated by CAASPP assessments is equal to or above other local school scores. Redwood Prep met 5/5 goals on AYP categories according to 2015 report.</li> <li>3. Student to technology ratios in second through eighth grades are 1:1.</li> <li>4. In TK through first grade student technology ratio is 2:1. 100% of students participated in ongoing STEM instruction through Project Lead the Way and other STEM integrated programs.</li> <li>5. RPrep students participated in numerous local, county-wide, and state academic activities, such as: Hour of Code, Honor Band, Grade Level Plays, Holiday Program, Young Entrepreneurs, Art Show for Library Day, Sky High, Flight &amp; Space Museum, State Capitol Visit, PLTW courses, 3D Printing, Long Ago Night, Plays, HSU/CR Trip, Young Entrepreneurs Project, History Day, Spelling Bee, Science Fair, etc.</li> <li>6. 100% teaching staff attended three day CUE Conference along with three minimum day technology trainings contracted with the Humboldt County Office of Education. Middle school teachers attended summer Project Lead the Way conferences.</li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>2.1</b> Purchase new technology to accommodate additional student population and implementation needs for STEM instructional activities, such as Project Lead the Way</p>	<p>\$10,000</p>	<p>New technology was purchased to accommodate STEM programs and growing student population. Student to technology ratios surpassed goal for this year.</p>	<p>\$10,000</p>

<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.2 Provide funding for continued teacher training in STEM-related instruction, such as Project Lead the Way (PLTW), Google for Educators, Leading Edge Innovative Technology Instruction, etc.		\$5,000	Teachers received training through PLTW, CUE, and HCOE workshops and conferences.		\$5660
<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.3 Provide funding for repair and replacement of technology tools as needed to implement school programs		\$5,000	Technology was updated or replaced as needed for implementation of school programs as needed throughout the schoolyear.		\$5,000

<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.4 Purchase online curriculum, professional development and tech training webinars, blended learning programs, etc. to increasingly engage student to gain proficiency in self-directed and problem or project-based learning		\$5,000	Digits Math Curriculum was purchased, NWEA student progress monitoring program training was offered, other online curriculums were purchased and utilized to increase student engagement and academic progress.		\$3360
<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.5 Purchase additional PLTW kits and materials for new PLTW courses K-8		\$5,000	PLTW Kits were ordered and used.		\$9493.00

<b>Scope of service:</b>	Schoolwide Grades: All		<b>Scope of service:</b>	Schoolwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	<ol style="list-style-type: none"> <li>1. Staff will collaborate with office staff to incorporate report cards into student information system to increase efficiency in monitoring student progress.</li> <li>2. All certificated staff will attend the ReMake Camp offered by Sonoma County Office of Education.</li> <li>3. First grade teacher will attend Annual K/1 Conference in Las Vegas.</li> <li>4. A majority of the staff will attend the HCOE Shift Conference in June 2016.</li> <li>5. Office staff will attend student information system training with School Pathways.</li> <li>6. Additional money will be allocated in the current year to bring student to technology ratio closer to 1:1.</li> <li>7. Locking/charging computer carts will be purchased in the current year since money is still available in this year's budget.</li> <li>8. Funding will be allocated in the 2016-17 LCAP for purchase of replacement computers for the Tech Lab and replacement iPads for classroom use.</li> <li>9. Meet the Masters art curriculum will continue to be included in LCAP.</li> <li>10. One teacher is available to attend PLTW training for the middle school in 2016-17, and one K-5 teacher will attend training. Additional staff will attend in the 2017-18 school year.</li> <li>11. Additional early release days will be allocated to provide time for vertical teaming, student progress monitoring, team building, and instructional planning.</li> <li>12. Staff will work to create a strategic plan for technology to be fully implemented by the 2017-18 school year.</li> </ol>				

<b>Original Goal from prior year LCAP:</b>	<b>Goal 3.</b> Ensure that the learning needs of all students are being met through appropriate and differentiated instruction	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 X 6 X 7 _8 Local:
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Goal Applies to:	Schools:	Redwood Preparatory Charter School		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Written school and individual teacher goals, professional development records, and school budget summary reports will demonstrate full implementation of CCSS instruction Tk-8th grade. Purchase invoices and budget expenditure reports will demonstrate addition of intervention tools and assessments for increased math differentiation, intervention, and progress monitoring. Staff meeting minutes and professional development logs will demonstrate 100% staff participation in training for implementation of school-wide assessment tools and programs. Test score results will indicate that 100% of Redwood Prep students participate in CASSPP testing to determine grade level proficiency in CA Common Core Standards. Testing trends will indicate that 3-8th grade students will demonstrate overall growth in proficiency as determined appropriate according to State and Federal standards equal to or above Humboldt County Schools reported levels. English Learners will demonstrate growth toward language proficiency as demonstrated by CELDT, CASSPP, and school-wide assessments. Disciplinary records will demonstrate that student suspension and/or expulsion rates are below local, county and state average.</p>		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Teacher goals were written and reviewed in correlation with student academic achievement data and individual teacher professional development needs.</li> <li>2. Intervention materials were purchased to support ELA intervention in the middle school grades, a new KTEA SPED assessment kit was ordered to remain compliant with SPED testing regulations, four after school tutors were hired to support middle school students in ELA and math.</li> <li>3. 100% of RPrep students participated in CAASPP testing. AYP accountability measures were met by RPrep in 2014-15.</li> <li>4. All five AYP goal categories were met by Redwood Prep for the 2014/15 school year.</li> <li>5. Redwood Prep had no CELDT scores to report this year.</li> <li>6. Redwood Prep suspension and expulsion rates (less than 1/100) are lower than Humboldt County's rate (7.1/100) and FESD (9.4/100) according to Kid Data/Dataquest reports. No reports are available for the current school year, but Redwood Prep discipline stats remain low to date.</li> </ol>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<b>3.1</b> Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with English Learners and low income pupils.		\$2,000	Teachers were provided with a minimal amount of substitute time for professional growth opportunities due to a shortage of available substitutes. BTSA teachers were given priority for professional growth opportunities.		\$7237
<b>Scope of service:</b>	Low Income, EL, FY, RFEP Grades: All		<b>Scope of service:</b>	Low Income, EL, FY, RFEP Grades: All	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
<b>3.2</b> Purchase research-based intervention and enrichment materials that are aligned with CA Common Core standards to be used with low income and English Learner students.		\$1,500	Research-based intervention kits were purchased for literacy (Fountes & Pinnel) and math (GNOME math).		\$5,000
<b>Scope of service:</b>	Low Income, EL, FY, RFEP Grades: All		<b>Scope of service:</b>	Low Income, EL, FY, RFEP Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native X Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p><b>3.3</b> Hire and train paraprofessional staff to support students to achieve mastery of grade level standards during afterschool tutoring and homework help sessions as needed for low income, EL, and RFEP students.</p>		\$5,000	<p>RPrep increased paraprofessional staff time to accommodate growing student population and the addition of the TK program. Four afterschool tutors were hired to support middle school students with Math and ELA.</p>		\$3600
<p><b>Scope of service:</b></p>	<p>Low Income, EL, FY, RFEP</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Low Income, EL, FY, RFEP</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p><b>3.4</b> Renew subscriptions to student progress monitoring programs such as NWEA MAP, Edmodo Snapshot, and DIBELS to assist staff in analyzing student achievement and planning differentiated instruction strategies</p>		\$6,100	<p>Subscriptions to student progress monitoring programs were renewed and utilized for use in monitoring and analyzing student academic progress and differentiated learning needs.</p>		\$4810
<p><b>Scope of service:</b></p>	<p>Schoolwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>3.5</b> Purchase classroom furniture and accessories that will provide spaces for a variety of instructional settings, including whole group, small group, 1 to 1 conferencing, partner reading, enrichment and intervention support		Expenses included in 1.1	Classroom furniture will be purchased upon completion of facilities construction during the summer.		\$3,720
<b>Scope of service:</b>	Schoolwide  Grades: All		<b>Scope of service:</b>	Schoolwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>3.6</b> Create check-out technology system for low income and English learner students without adequate technology at home to complete school projects and homework.		\$5,000	A check out system for technology equipment was established for middle school students.		\$5,000
<b>Scope of service:</b>	Low Income, EL, FY, RFEP  Grades: All		<b>Scope of service:</b>	Low income, EL, FY, RFEP  Grades: 5th, 6th, 7th, 8th	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native X Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, services, and expenditures</b></p>	<ol style="list-style-type: none"> <li>1. Staff will research possible professional development activities through online courses, HCOE offerings, etc. to improve skills and instructional strategies related to CCSS, NextGen, and STEAM.</li> <li>2. Afterschool tutoring will be extended to be offered to all grade levels in 2016-17.</li> <li>3. Current intervention assessments and programs will continue and will be analyzed for effectiveness regularly.</li> <li>4. Staff will utilize time during early release days to analyze the impact and success of intervention programs, including the after school tutoring program.</li> <li>5. Additional resources will be allocated to support middle school intervention/Success Hall.</li> <li>6. Staff will present information about independent study requests and contracts to increase attendance rates and ensure proper completion of all documentation.</li> <li>7. Funds will be allocated to purchase current assessment tools for progress monitoring in literacy and math.</li> </ol>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p><b>Goal 4:</b> Implement programs and strategies to support regular student attendance, parent involvement, and continued school engagement</p>	<p>Related State and/or Local Priorities:  <input type="checkbox"/>1 <input type="checkbox"/>2 X3 <input type="checkbox"/>4 X5 X6 <input type="checkbox"/>7 <input type="checkbox"/>8 Local:</p>				
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%; background-color: #cccccc;">Schools:</td> <td>Redwood Preparatory Charter School</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	Redwood Preparatory Charter School	Grades:	All	
Schools:	Redwood Preparatory Charter School					
Grades:	All					
<p>Applicable Pupil Subgroups:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%; background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Applicable Pupil Subgroups:	All			
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>RPrep student information system and attendance records will demonstrate attendance rates above 95%. There will be at least a 10% reduction in absences for students that are identified as chronically absent. Redwood Prep will offer a minimum of three sets of parent education courses designed to increase family involvement and student success. Parent Informational Meeting sign in sheets will demonstrate that 100% of new students' families attend pre-enrollment school informational meetings. School budget records and parent attendance logs will demonstrate that a minimum of 90% of students' families participate in parent conferences or parent education classes. Budget expenditures and individual staff goals will demonstrate that at least two staff members receive professional development training to the level of obtaining "trainer" status in one of the above mentioned approaches to provide additional support and training for staff and parents. Student suspension and expulsion rates will remain low in accordance with state appropriate expectations. The Parent Handbook will be revised and updated to contain additional parent information as indicated in parent council meeting minutes and available during student registration process and on the school website. School communication records will indicate personal communication efforts of staff to inform and invite unduplicated students' families to join RPrep committees.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. RPrep student attendance rate remained over 95% during the school year as indicated by attendance records and the student information system reports.</li> <li>2. Love and Logic classes were offered for parents three times throughout the school year.</li> <li>3. Interested families attended parent information meetings to participate in the Redwood Prep Enrollment Lottery held in March.</li> <li>4. Over 90% parents participated in student-teacher conferences held in the fall and spring.</li> <li>5. Student suspension and expulsion rates are lower than other local schools.</li> <li>6. The Parent Handbook is in the process of being revised, but will be completed after the school is located at our new site to accommodate changes that may arise after the move.</li> <li>7. School communication is ongoing and updated frequently through the school website, family emails, a monthly newsletter, and regular class letters to parents.</li> </ol>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<b>4.1</b> Engage in opportunities for community support provided through HCOE programs such as Decade of Difference and the Fortuna Multi-generational Center family/community trainings and events, with set budget for opportunities pertaining specifically for support of low income and English Learner students.		\$1,000	RPrep students regularly participate in city, county, and global programs that garner community support and instill an appreciation for community involvement. Family Events are planned monthly to provide opportunities for RPrep families to gather together and develop close relationships.		\$240
<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>4.2</b> Provide training and professional development opportunities for new staff to learn Love and Logic, Marvin Marshall, Responsive Classroom, Habits of Mind, etc.		\$1,000	Staff members were provided with opportunities to participate in Love and Logic Trainings and Habits of Mind Training this year. Refreshers are planned for Responsive Classroom and Marvin Marshall's approach in the next school year.		\$339
<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p><b>4.3</b> Monitor parent satisfaction with school climate, programs, and progress through Parent Council feedback, parent surveys, parent/teacher conferences, school events and open houses</p>		\$200	<p>Parent satisfaction and school climate perceptions are monitored through Parent Council feedback, parent surveys, conferences, and school events. It is our goal to increase Parent Survey participation to at least 50% this year.</p>		\$
<p><b>Scope of service:</b></p>	<p>Schoolwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p><b>4.4</b> Work specifically with chronically absent children's families to provide support and information promoting the importance of regular school attendance</p>		\$500	<p>At this time, RPrep does not have problems with chronically absent students. There are several students that are chronically late. Teachers regularly communicate with parents about the importance of timely attendance. The Director follows up to support families as needed and to encourage prompt arrival at school.</p>		\$1,803

<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.5 Update Parent Handbook to include additional information as deemed necessary according to new family survey and Parent Council recommendations.		No cost	The Parent Handbook has not been completed yet. Parent Council and Staff will be working to update the handbook with new information deemed important as we move to our new facilities site. Completion is planned for fall of 2016.		\$0
<b>Scope of service:</b>	Schoolwide Grades: All		Scope of service:	Schoolwide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, services, and expenditures</b>	<ol style="list-style-type: none"><li>1. School staff will continue outreach efforts to provide ongoing information regarding school events through school and classroom newsletters, website, social media, and Parent Council meetings.</li><li>2. Board terms were restructured this year in order to encourage more involvement from RPrep families.</li><li>3. Love and Logic classes will continue to be offered and additional parent trainings will be explored for future implementation.</li><li>4. Staff will participate in mandated safety trainings offered through the CharterSafe JPA.</li><li>5. Students will participate in emergency preparedness and response activities in coordination with staff and local emergency personnel.</li><li>6. Families will be encouraged to participate in the Family Events Committee and Parent Council.</li><li>7. The Volunteer Coordinator position will be redefined including an updated job description.</li><li>8. The RPrep Parent Handbook will be updated to reflect changes in policy and the new facilities site.</li></ol>
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**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	73188
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25% of Redwood Preparatory students are low income, English Learners, or foster youth. Redwood Prep will use \$73,188 Supplemental LCAP funds to support low income, foster youth, and English learner pupils in the following ways:

- Maintain current intervention tech time and intervention services
- Maintain funding for current assessment tools and purchase additional curriculum as needed to upgrade and /or support K-8th grade instruction (including digital programs and/or software)
- 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
- Purchase research-based intervention and enrichment materials that are aligned with CA Common Core standards to be used with low income and English Learner students
- Increase scope of afterschool 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 and English learner students without adequate technology at home to complete school projects and homework
- Furnishing a new intervention space Purchase Rigby Leveled Readers program for intervention Staff to attend HCOE workshops geared towards intervention services
- Allocate additional resources to support struggling students in math and literacy during Success Hall time for grades 6th through 8th.
- Student Dreambox accounts to be used in coordination between classroom instruction, home support and afterschool tutoring
- 25% of the instructional aide time will be allocated to additional classroom support for tier one and tier two intervention within the classroom setting

#### **Reasoning for use of funds:**

One of the key elements to student success comes from highly trained and highly effective teachers. LCAP funds provide opportunities for ongoing teacher training as well as increased opportunities for support staff and parent education. We believe that by increasing the knowledge and skills of our school community through a team effort, student achievement and the entire school climate will improve.

Research shows that students who receive early and adequate invention 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. Currently, there is only one space available in our facility for small group instruction or counseling. Redwood Prep will use LCAP funds to create and construct areas designed for small group or individualized instruction which may also be utilized as an area for counseling students needing social and/or emotional support..

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.75	%
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25% of Redwood Preparatory students are low income, English Learners, or foster youth. Redwood Prep will use \$73,188 Supplemental LCAP funds to support low income, foster youth, and English learner pupils through:

These services are the most effective use of funds in meeting the school's goals because Redwood Prep's student population substantially increased in the 2014/15 school year bringing additional instructional support needs for our growing population.

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 2.28%, compared to all students. Expenditures specified for targeted subgroups meet or exceed the 2.28% Minimum Proportionality threshold.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

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

30).

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

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