

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Redwood Preparatory Charter School is a community of learners that exists to inspire each student to academic excellence using research-based best practices and innovative means to build a passion for learning, a solid foundation of knowledge, and a strong sense of social responsibility. We are a public charter school operated by the non-profit organization Dream It. Be It. Incorporated. Our school is located in Fortuna, a rural community in the Eel River Valley of Humboldt County. The 2016-2017 school year marks our sixth year of operation serving 220 students from transitional kindergarten through eighth grade. Our student demographics are as follows: 84% White, 8% Hispanic, 4% American Indian, 1% African American and 3% Other. 26% of our students are Socio-economically Disadvantaged, 10.5% receive Special Education services, 6.8% are designated as GATE and we do not have any English Learners or Foster Youth. 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. As a Charter School, we are not required to adhere to the Williams Act or required to adopt state mandated curriculum. At Redwood Preparatory Charter, we operate without a bargaining unit for either certificated or classified employees.

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

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

Students thrive when offered opportunities to expand experiences through enrichment. We will foster a culture of exploration through programs and choices that promote individual and collaborative inquiry. We aim to educate the

whole child by integrating drama, music, art, technology, and athletics into the curriculum. These experiences teach students to problem solve, work creatively and develop perseverance. By integrating our five core values, Redwood Preparatory Charter School is committed to educating students that are equipped with the essential skills, knowledge, and passion for learning that are critical for success in the 21st Century.

According to the California School Dashboard, we have much to celebrate and growth still to be made. The following chart is a summary of performance at this point. This data, along with significant stakeholder engagement input has informed and influenced this plan

Student Group Report

Redwood Preparatory Charter - Humboldt County

Enrollment: 218 Socioeconomically Disadvantaged: 28% English Learners: 0% Foster Youth: N/A Grade Span: K-8 Reporting Year: Spring 2017

Charter School: Yes

Equity Report Status and Change Report Detailed Reports **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A		*	*	*	*	*	*	*	*	
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	N/A	N/A		*	*	*	*	*	*	*	*	
<u>Mathematics (3-8)</u>		*	N/A	N/A		*	*	*	*	*	*	*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

LCAP HIGHLIGHTS

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

As a relatively new school, Redwood Prep continues to grow and develop. In our first five years, we expanded from 100 students in grades K-5 to 220 students in grades TK-8. During those years we implemented the ideas and ideals outlined in our charter petition. In the 2016-2017 school year we achieved the major milestone of building our own school facilities and housing all of our students under one roof. The 2017-2018 LCAP reflects our intention and commitment to excellence beyond the implementation of our petition. We are combining previous goals 2 and 3 to a single goal, to increase student achievement (goal 2). We will strive to create a safe and collaborative campus (goal 1), and continue to strengthen our school community through parent collaboration and engagement (goal 3). Our LCAP is designed to meet the unique learning needs of our students and families identified as at risk (due to lower income levels) as well as students who demonstrate the need for enrichment (goal 2). These needs are reflected in our CAASPP results as well as our Family Survey results. Math instruction and intervention is our top academic priority. We plan to strategically evaluate our programs, curriculum and instructional methods to ensure we are meeting student needs as effectively as possible (goal 2). Now that we are on our own school campus, we will put procedures and policies in place to support a

safe, healthy and clean school site and plan to allocate more resources to this end (goal 1). Families and community are at the heart of all we do at Redwood Prep. We will implement parent education and outreach to help families understand our school vision and to support them as they support their children (goal 3). As a charter school, we must have our charter petition reauthorized every five years and are up for renewal in 2018-2019. We will begin working with our families and leadership teams in the coming year to begin strategic planning as we prepare for reauthorization (goal 3).

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

In reviewing our previous LCAP, it is clear that our top priority was to house all of our students on one school site. We are thrilled with our new campus and the opportunity to provide for our teachers and families to meet student needs with greater consistency and collaboration. Overall, our students are performing well, with 45% of students meeting or exceeding standards in Mathematics and 47% in ELA. While not directly addressed previously, our CAASPP scores for students in the 4th and 5th grade in 2015 showed improvement the following year on the 2016 assessment assessments. This year, we purchased new math curriculum for grades 2-5 and spent time analyzing the math programs in these grades to determine where we need to supplement for improved student achievement. We hope to continue to see growth for all students in Mathematics and English Language Arts. Our rates of suspension/expulsion are low and well below the state average; we hope to maintain or improve those numbers. We wanted to improve parent engagement and were blown away with an increase in parent responses to our Family Survey from 41 respondents in 2015-2016 to 111 responses this past year. Our parent responses indicate that 92% of families are satisfied with their child's academic progress. Parents continue to support our programs and school through their contribution of volunteer hours and participation in school programs and activities.

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

GREATEST NEEDS

Based on the LCFF Dashboard and local measures such as NWEA we identified that our greatest student needs are improving achievement in math and language arts for our unduplicated students, specifically those identified as SED. Data from the CA School Dashboard indicate that some student scores are declining despite the fact that they are still meeting or exceeding the standards. We plan to conference with all students before CAASPP testing to review previous scores and set goals for personal achievement. We are looking at our schedule to plan and implement flexible grouping for our students that allow us to use our classroom aides, teaching staff and resource specialist to provide Rtl for students as well as enrichment opportunities for those who are already meeting or exceeding standards. We also plan to provide a pullout math intervention program specifically targeting our students in the SED category.

CAASPP data over the past two years indicates that the transition from primary to upper grades in 4th and 5th grade require a more systematic approach to increase student achievement. Our students have shown growth from 2014-2015 school year to 2015-2016, but we want to increase overall student achievement in these grade levels. We are evaluating our programs, curriculum and teaching methods to determine how to increase student achievement in these grade levels. We also plan to split these two grades during language arts in order to change the class composition. At this time, we are unsure of how our current third grade class will perform on the CAASPP but recognize that the makeup of individuals in this group creates a challenging class dynamic.

We have a particular grade level that is at risk as a whole. In 2015 there was not one child who met or exceeded the standards in mathematics. In 2016, there was a slight improvement up to 21% who met or exceeded the standards, but this still falls well below the state average. When we opened our school, as we moved from combination classes to straight grade levels, this was the last class to do so. As a result, the

2014-2015 testing year marked the first year of attendance at Redwood Prep for more than half the class. This was the first year at Redwood Prep for the 4th grade teacher and the first year of the CAASPP as well. We are aware that this group struggles with behavior issues, motivation, perseverance, and work completion. At this time, our local assessments (NWEA) indicate that %58 of students in the sixth grade class are meeting grade level standards in mathematics. We are unsure at this time if the poor test scores are a reflection of student understanding or of low student motivation. We have increased the level of accountability for student behavior and work performance this year and have had to decrease the level of student choice with regard to work environment and peer collaboration. As a group, this class requires a more traditional approach to instruction and we will continue to adjust our programs to support them as needed. We have capped enrollment in this class at 23 rather than 24 as in other grade levels because the class dynamic is somewhat fragile.

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

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

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

At this time, we have only students who are identified as socio-economically disadvantaged. We plan to improve the delivery of math intervention by pairing grade levels for PE. One teacher and a few aides will run PE while the other teacher and a few aides deliver pull-out intervention. Each teacher will run intervention with their students two days a week to ensure all students who participate in intervention still have the opportunity to participate in PE.

We plan to provide some new food options for our qualifying SED students. We plan to build garden boxes to add some salad/soup options and are also looking into adding a burrito option for lunch once a week that would be offered at a free/reduced rate for our SED students.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,955,425

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

\$1,872,900.00

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

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

General Materials and Supplies - \$12,959

Admin Professional Development - \$8,000

Co-Op Contract - All district pay the County Office of Education for support with Title 1 reporting. It allows for Humboldt county to report as a unified unit. \$1,250

HERC Contract - The County Office of Education library membership. It includes class resources, professional development and discounted supplies. \$3,500

HCOE Network Contract - Every district pays into the Network contract for financial programs and Special Education Software. \$6,072

Audit - As required by law, every school must have their attendance, financials and processes audited. \$9,110

Legal Fees \$14,000

Oversight Fee- The fee we pay to the FESD for oversight and sports facilities use. \$25,296

HCOE Excess Costs - \$2,338

\$1,686,378

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Provide safe and productive learning environment for all students

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.
2. Budget documents and personnel reports will demonstrate continued funding to maintain intervention programs.
3. Staff rosters for certificated and classified staff will show maintenance of personnel to students ratios and small class sizes.
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.
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.
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

ACTUAL

1. Met - Redwood Prep now exists in new 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.
2. Met - We continued funding to maintain intervention programs. We implemented social-emotional intervention groups as well as for language arts and math.
3. Met - Staff rosters for certificated and classified staff show maintenance of personnel to students ratios and small class sizes. Classes do not exceed 24 students.
4. Met - Classroom projection systems were installed as needed in the new facilities classrooms and continued efforts to bring student to technology ratio closer to 1:1.
- 5A. Met - Progress monitoring programs (NWEA, DIBELS), and trimester student achievement data will indicate growth in student proficiency levels over time.
- 5B. Met - Increased time for data analysis and staff collaboration on intervention strategies and systems through weekly staff meetings.
6. Met - 100% of students have access to grade- level appropriate, standards-aligned curriculum, technology, materials, and instruction and are enrolled in appropriate grade classes instructed by highly qualified teachers.
7. Met - Substitute teacher pay was increased to \$125/day and \$150/long term.

and will be enrolled in appropriate grade classes instructed by highly qualified teachers.

7. Payroll records and budget docs will show increase in substitute teacher pay.

8. Staff and Board minutes will demonstrate collaboration efforts towards a shorter salary schedule.

9. All classrooms will bear evidence of installation of a highly effective and efficient internet system.

10. School safety records will indicate systems are in place to ensure a safe learning environment.

11. Classrooms will demonstrate furnished and functional learning spaces.

12. All classrooms and office spaces in the school will be equipped with a mult-line or VOIP phone system.

13. Staff, daily class schedules, and personnel records will demonstrate maintenance of staffing levels similar or equal to prior year.

8. Met - A shorter salary schedule is currently being negotiated.

9. Met - Installation of a highly effective and efficient internet system was accomplished.

10. Met - A school safety plan, safety drills, trainings and regular safety committee meetings are in place to ensure a safe learning environment. 97% of parents reported their belief that RPC provides a safe learning environment.

11. Met - Classrooms demonstrate furnished and functional learning spaces in our new facility.

12. Met - All classrooms and office spaces in the school are equipped with a VOIP phone system.

13. Maintenance of staffing levels are similar or equal to prior year.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED</p> <p>1.1 Finalize construction and fund contiguous housing Redwood Prep students.</p>	<p>ACTUAL</p> <p>We purchased, constructed and remodeled facilities to house all of our students on one school site. We had to contribute \$56,067 to complete our project. Additionally, we only had to pay 6 months of lease this year but the end amount is more because of a one-time interest only payment to USDA.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Lease payment to provide contiguous housing for Redwood Prep students.
5800: Professional/Consulting Services And Operating Expenditures LCFF
120,000

5800: Professional/Consulting Services And Operating Expenditures LCFF
\$120,000

Expenses to finalize construction on new facility. 5800:
Professional/Consulting Services And Operating Expenditures LCFF
\$56,067

Action **2**

Actions/Services

PLANNED
1.2 Maintain current intervention tech time and intervention services.

ACTUAL
We maintained our current intervention tech time in Language Arts, added 0.2025 FTE intervention time using our classified personnel in the classroom and maintained .2 intervention to support individuals and small groups to address social/emotional issues that affect student success in the classroom.

Expenditures

BUDGETED
2000-2999: Classified Personnel Salaries Title I \$26,000

ESTIMATED ACTUAL
Maintained current intervention technician time. 2000-2999: Classified Personnel Salaries Title I \$13,155

Additional .2025 FTE to classroom aide time to allow teachers to provide Tier 2 intervention to students. 2000-2999: Classified Personnel Salaries LCFF \$15,002

Maintained .2 intervention to support individuals and small groups to address social/emotional issues that affect student success in the classroom. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,503

Action **3**

Actions/Services

PLANNED
1.3 Maintain personnel to meet student needs

ACTUAL
We maintained all certificated and classified staff in classroom positions and added two classified positions to adequately monitor the playground during lunch.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries LCFF \$378,084
2000-2999: Classified Personnel Salaries LCFF

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries LCFF \$323,055
EPA Funds 1000-1999: Certificated Personnel Salaries Other \$160,197
2000-2999: Classified Personnel Salaries LCFF \$201,953

Action **4**

Actions/Services

PLANNED
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.

ACTUAL
We purchased digital smart boards for the TK-4th grade classrooms.

Expenditures	BUDGETED 4000-4999: Books And Supplies LCFF \$2,100	ESTIMATED ACTUAL 4000-4999: Books And Supplies LCFF \$13,883
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Action **5**

Actions/Services	PLANNED 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.	ACTUAL Over the last five years the staff have strategically purchased curriculum. This year we purchased curriculum to supplement in all subjects and updated our math curriculum for 2nd-5th grades.
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Expenditures	BUDGETED 4000-4999: Books And Supplies Lottery \$13,500	ESTIMATED ACTUAL 4000-4999: Books And Supplies Lottery \$9,063
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Action **6**

Actions/Services	PLANNED 1.6 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	ACTUAL We planned to purchase Renaissance Learning Curriculum but determined, with stakeholder feedback, that we could better meet student needs with more staffing and classified instructional time for each teacher. All other curriculum purchases are included in 1.5.
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Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0
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Action **7**

Actions/Services	PLANNED 1.7 Provide additional funding to attract and retain highly qualified substitute teachers.	ACTUAL Salary committee is working on a proposal to bring to our Leadership Team and Board of Directors. It will include an increase to the daily wage of substitute teachers.
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Expenditures	BUDGETED \$10,000	ESTIMATED ACTUAL \$0
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Action **8**

Actions/Services	PLANNED 1.8 Staff and Board will continue work to shorten the current salary schedule. Cost is being researched.	ACTUAL A salary committee was formed. They have been working on the proposals, and brought a first draft to the Leadership team. This is a work in progress.
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Expenditures	BUDGETED Staff time only. \$0	ESTIMATED ACTUAL Staff time only. \$0
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Action **9**

Actions/Services	PLANNED 1.9 Allocate additional funding for implementation of an adequate IT structure at the new school site	ACTUAL Implemented adequate IT infrastructure at the new school site.
	BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$15,000	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$12,891
Expenditures		

Action **10**

Actions/Services	PLANNED 1.10 Purchase materials and supplies along with services needed for landscaping, fencing, fire and burglary systems.	ACTUAL Purchased materials and supplies along with services needed for landscaping, fencing, fire and burglary systems. The fire and alarm system came in high than quoted.
	BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$20,000	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$46,256
Expenditures		

Action **11**

Actions/Services	PLANNED 1.11 Purchase additional furnishings as needed for classrooms in the new facility.	ACTUAL Purchased furnishings as needed for the new facility. Staff members were able to reuse items, share items and find great deals on items needed. We were able to fully furnish all 11 classrooms and 9 offices for less than the budgeted amount.
	BUDGETED 4000-4999: Books And Supplies LCFF \$30,000	ESTIMATED ACTUAL 4000-4999: Books And Supplies LCFF \$18,607
Expenditures		

Action **12**

Actions/Services	PLANNED 1.12 Install multi-line or VOIP phone system in classrooms and offices at new site.	ACTUAL We have installed a multi-line phone system in the entire school. We were able to secure the equipment and services required under the original budgeted amount.
	BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$4,000	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$2,100
Expenditures		

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We bought, built and moved into our own school facility. Our new campus houses all Redwood Prep students, TK to 8th grade under one roof. Our students enjoy learning in classes that are equipped with furnishings and technology that support our programs. We maintained our highly qualified teaching staff and hired additional classified personnel to ensure adequate staffing to support student learning and interventions and to maintain safety on the playground.

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

Overall, we effectively met this goal and completed nearly all the actions and provided the services we intended to. The one area that we would like to improve upon is delivery of language arts and math intervention (1.2); while effective, the management piece provided more challenging than anticipated. This year we increased classified aide time in each class so teachers would have extra support to run intervention for their students in language arts and math. Based on feedback from the teachers, this format did not address student achievement as significantly as we had projected. We have made changes to this format for the upcoming school year.

We continue to improve the certificated salary schedule to attract and maintain highly qualified teachers. (1.7,1.8)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most items were budgeted precisely, but it became clear after review and attempting to implement, that in some cases was not the best use of funds and we did not want to waste funds on unnecessary items. Additionally, we went over our facilities budget causing us to reduce other items budgeted amounts.

- 1.1 Facilities costs ran over by \$56,067.
- 1.2 Reviewed and increased intervention services in the classroom and Language Arts by \$1,932.
- 1.3 The original LCAP amount did not include all salaries. The total amount for salaries was \$307,121 more than listed in LCAP.
- 1.4 Digital projectors were needed for five classrooms so expense was more than budget by \$11,783.
- 1.5 Staff had planned on purchasing a \$10,000 reading assessment. After further review and research we were able to find better tools at a lower costs. Total costs came in at \$4,437 less than budgeted.
- 1.7 Not met. We have paid for substitutes and have been working to increase the pay rate. But no funds were spent on the development of the new rate only staff time. Expect to have the rate changed by June.
- 1.9 IT costs came in lower than budgeted by \$2,109.
- 1.10 Original alarm system quote did not include a crucial system needed for our school, we had to do a change order and increased our costs by \$26,256.
- 1.11 After donations and a school inventory, needs were lower than expected. Costs came in lower than budgeted and we were able to purchase 3 cafeteria tables, and we moved \$14,545 to the facilities fund.
- 1.12 Phone costs came in lower than budgeted by \$1,900.

On goal 1, most actions came in a lot higher or a lot lower than budgeted. The expenses for goal 1 were \$73,047 more than we planned. This does not include the \$307,121 that wasn't included in the original LCAP.

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

Now that we are in our new facilities, we are dedicated to maintaining the safety of our students. In the coming year we will allocate more resources to ensure we maintain a safe and healthy school environment. The following actions have been completed and will not be extended to next year's plan: 1.1, 1.4, 1.6, 1.10 and 1.12

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Provide an innovative and engaging 21st Century instructional program for all students

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. School and classroom technology inventory lists will indicate movement toward a student to technology ratio of 1:1 in all grade levels.
2. Professional development logs, staff trainings, and budget expenditure reports will show teacher training provided 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.
3. Budget docs and expense records will indicate spending for technology replacement as needed.
4. Teacher lesson plans, expense records, and student produced work will indicate a high level of differentiated, digitally supported, and technology rich instructional activities.
5. Expense records will indicate ongoing funding for Project Lead the Way kits, training, and materials.
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.

ACTUAL

1. Not Met - RPC obtained a minimum 2:1 ratio of students to computers/iPads during core instructional time demonstrated by school-wide and classroom technology inventory lists. We determined that a 1:1 ration was unnecessary in grades TK,K & 1.
2. Met - Teacher training was 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.
3. Met - 100% of RPrep students had access to fully implemented CCSS instruction in all grade levels.
3. Met - Technology was replaced as needed.
4. Met - A high level of differentiated, digitally supported, and technology rich instructional activities exist in every classroom.
5. Met - Project Lead the Way kits, training, and materials were purchased.
6. Not Met - Progress toward digitally recorded and archived report cards and progress monitoring reports within the school student information system. This topic was reviewed by teachers and staff and was not determined to be beneficial in relation to the time and resources required to implement. Our teachers in grades 1-8 create their own standards based report cards and progress monitoring systems.

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.

8. Classrooms will exhibit locking storage units for classroom technology equipment.

9. Expense records and teacher lesson plans will exhibit ongoing development of arts education.

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.

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.

7. Met - Staff participated in technology-based professional development opportunities.

8. Met - Locking storage units for classroom technology equipment were purchased.

9. Met - Ongoing development of arts education was evident in teacher lesson plans, observations and expense requests.

10. Met - Students participated in county- wide academic events such as the Spelling Bee, History Day, and the Humboldt County Science Fair.

11. Met - 100% of student fees for participation in off campus academic activities were funded by the school.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED</p> <p>2.1 Purchase new technology to accommodate additional student population and implementation needs for STEM instructional activities, such as Project Lead the Way</p>	<p>ACTUAL</p> <p>RPrep obtained a minimum 2:1 ratio of students to chromebooks/iPads during core instructional time demonstrated by school-wide and classroom technology inventory lists.</p>
Expenditures	<p>BUDGETED</p> <p>4000-4999: Books And Supplies LCFF \$6,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999: Books And Supplies Lottery \$2,764</p> <p>4000-4999: Books And Supplies LCFF \$1,836</p>
Action	2	
Actions/Services	<p>PLANNED</p> <p>2.2 Provide funding for continued teacher training in STEM-related instruction, such as Project Lead the Way (PLTW),</p>	<p>ACTUAL</p> <p>Teacher training was provided as needed to fully implement PLTW and other STEM related instructional programs as</p>

Expenditures	<p>Google for Educators, Leading Edge Innovative Technology Instruction, etc.</p>	<p>demonstrated in professional development logs, staff trainings, and budget expenditure reports.</p>
Action 3	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$12,800</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$5,400</p>
Actions/Services	<p>PLANNED 2.3 Provide funding for repair and replacement of technology tools as needed to implement school programs</p>	<p>ACTUAL Funding was provided to replace and repair technology as needed to implement school programs. As of 4/1 we have expended \$7,910 but we plan on expending the whole \$15,000 by June 30.</p>
Expenditures	<p>BUDGETED 4000-4999: Books And Supplies LCFF \$15,500</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$7,910</p>
Action 4	<p>PLANNED 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</p>	<p>ACTUAL Total spent as of 4/1/17. Each teacher was given release time and a budget to research programs that would help students gain proficiency in self directed learning. Teachers created activities like STEAM Bins to help not only in self-directed learning but in enriching them beyond their proficiency level.</p>
Expenditures	<p>BUDGETED 4000-4999: Books And Supplies LCFF \$5,000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies LCFF \$5,000</p>
Action 5	<p>PLANNED 2.5 Purchase additional PLTW kits and materials for new PLTW courses K-8</p>	<p>ACTUAL At the end of 2015-16, a last minute purchase was made for the classes 1st - 5th kits. The Middle School had most of the items already on hand, therefore only a few supplementary items were needed.</p>
Expenditures	<p>BUDGETED 4000-4999: Books And Supplies LCFF \$5,000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies LCFF \$758</p>
Action 6	<p>PLANNED 2.6 Provide training for staff to incorporate student report cards and progress monitoring reports into the Redwood Prep</p>	<p>ACTUAL Secretary and Director will be attending conference in Fall of 2017 to bring back information to the staff. After staff</p>

Expenditures	student information system to provide a more efficient way for teachers to access student records	discussions and research, formatting with our current software does not work efficiently with our current report card format.
	BUDGETED \$0	ESTIMATED ACTUAL \$0

Action **7**

Actions/Services	PLANNED 2.7 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.	ACTUAL All certificated staff attended the ReMake Camp in Sonoma County in August 2016. Since returning many maker programs have been implemented. Due to when the break fell for the Christmas holiday only a few members were able to attend STEAM. Our payment for the remake conference itself fell in 2015-16 and the total payment was for \$3,237.
	BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$4,400	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$840

Action **8**

Actions/Services	PLANNED 2.8 Purchase locking/charging computer carts to be available in every classroom to protect technology equipment.	ACTUAL Locking carts were purchased for TK-1st grade. Now all classrooms, including afterschool and Art/Tech have locking computer carts/
	BUDGETED 4000-4999: Books And Supplies LCFF \$1,500	ESTIMATED ACTUAL 4000-4999: Books And Supplies LCFF \$2,063

Action **9**

Actions/Services	PLANNED 2.9 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	ACTUAL A new set of Meet the Master was purchased this year for all students.
	BUDGETED 4000-4999: Books And Supplies LCFF \$3,200	ESTIMATED ACTUAL 4000-4999: Books And Supplies LCFF \$2,921

Action **10**

Actions/Services	PLANNED 2.10 Provide opportunities for Redwood Prep students to participate in a variety of countywide events and to share	ACTUAL Students participated in a variety of county wide events. 7th and 8th grade students participated in Math counts. 4-8th grade students participated in the Spelling Bee and Science
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Expenditures	learning activities and outcomes with students from other local schools.	Fair through Decade of Difference. Our band students participated in Honor Band performances.
	BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$500	ESTIMATED ACTUAL Rural Schools funding 5000-5999: Services And Other Operating Expenditures Other \$530

Action **11**

Actions/Services	PLANNED 2.11 Staff, Board, and School Community members will collaborate to develop a schoolwide technology plan to be implemented in the 2017-18 school year	ACTUAL A Technology Committee has been created. Plan is estimated to be completed by April 2017 then brought to the board for approval and implementation.
	BUDGETED Staff time only \$0	ESTIMATED ACTUAL Staff time only \$0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services set forth in this goal are straight forward and were not explicitly linked to student outcomes. The attendance of our staff at Re-Make was extremely motivating and resulted in Maker Fridays. Teachers turn their classrooms into Maker Labs and students are given individual and group challenges to implement the design process to solve problems. The skills used to solve these problems include analysis, innovation, communication, problem solving, collaboration and independence, all of which are hallmarks of 21st Century learning.

Redwood Prep students are learning about famous artists, their creations and art techniques then using those skills to create their own pieces.

Project Lead the Way (PLTW) provides students the opportunity to use the design process to solve problems and create solutions in a more formalized way. Students in grades K to 8 participate in units of study that are aligned to CCSS.

Technology is infused throughout our curriculum, Teachers are utilizing digital tools to deliver instruction and teaching students how to do the same as they complete assignments and projects.

Project Based Learning (PBL) allows students to create and engage with others to address topics through projects with authentic outcomes. This year our kids are participating in a school wide project, called Packs with a Purpose. Students and staff identified areas that they believe in and would like to contribute to. Over the course of 4 weeks each group will participate in projects that enhance our community and our school.

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

This is not a quantifiable goal beyond whether we completed the actions we set forth to complete. We did complete the actions and students benefitted from them by developing skills that will lead to success in high school and in the 21st century workplace.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most items were budgeted accurately, some items after review and attempting to implement we found that it wasn't the best use of funds and we did not want to waste funds on unnecessary items. Additionally , we went over our facilities budget causing us to reduce other items budgeted amounts.

2.1 Only purchased the necessary technology, came in under \$1,400

2.2 Due to lack of substitutes and local training's available staff haven't been about to travel out for training. But we have used our staff meetings on Fridays to do training's monthly, most of the time free to the district. We also use HCOE and other free resources to maximize our time and money, it came in under \$9,614

2.5 Items were purchased in 2015-16 and did not need to be purchased again resulting in a savings of XXXXX

2.6 Training for new Secretary and Director are required to see if this is a doable action. Over budget \$765.

2.7 \$3,200 of the expenses were in 2015-16.

2.8 Needed more than we had budgeted for. Over budget \$563

On goal 2, all actions came in under budget except for one, the total amount reduced and moved to the facilities fund was \$16,485.

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

This goal, along with goal 3 will be merged into a new goal, which is "Improve student achievement." Outcomes and actions will be set that are measurable and linked to student learning. In the coming year, the following actions will not be included in our plan: 2.1, 2.5, 2.6, 2.7, 2.8, 2.9 and 2.11. The remaining actions will be generalized to ensure we are not obligated to a particular brand of curriculum or service.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Ensure that the learning needs of all students are being met through appropriate and differentiated instruction

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1 Staff meeting minutes will reflect increased focus and time spent on discussion, training, and implementation of math intervention strategies and programs.
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.
3. Increase scope of afterschool tutoring and homework help program targeting all TK-8th grade low income, EL, FY, and RFEP students.
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.
5. Classrooms will exhibit areas designed for differentiated and intervention-based instruction.
6. Budget and expense records will demonstrate funding for replacement or repair of old technology items.
7. Budget and personnel records will indicate an increase in funding for middle school intervention support.
8. Percentage of completed independent study contracts will demonstrate effectiveness of increased communication and training for parents about IS contracts.

ACTUAL

1. Met - Staff meeting minutes reflect increased focus and time spent on discussion, training, and implementation of math intervention strategies and programs. Moving from 2 to 4 minimum days a month allows for continued training, discussion evaluation of math and language arts.
- 2.1 Met - Intervention tools and assessments were added for increased math differentiation, intervention, and progress monitoring. Teachers in grades 2-5 were given 3 days over the summer to analyze gaps in their math curriculum and to find supplemental materials to improve instruction in those areas.
- 2.2 Met - We fully implemented of CCSS instruction TK-8th grade. Teachers drafted their professional goals and identified the resources needed to achieve them. They were paired with accountability partners and met regularly to reflect on professional growth or areas of need. Teachers also met with Colby Smart, Lori Breyer, and Stacey Young from the county office of education to help us improve instruction for our students.
3. Met - We Increased the scope of afterschool tutoring and homework help program targeting all TK-8th grade low income, EL, FY, and RFEP students. We have continued tutoring for math homework in grades 6-8. Primary students in grades TK-5 do not have homework, but are receiving extra support in reading from our Grandparents in Action group.
4. Met - We analyzed our tools for assessment and purchased replacements to improve them or maintain them as needed. We discovered that we already have

9. Personnel and expense records will demonstrate an increase in the amount of time and funding allotted for school psychologist services.

many tools in place and are working to organize the materials in a way that is easy to access for all teachers.

5. Met - All classrooms contain areas designed for differentiated and intervention-based instruction.

6. Met - We replaced or repaired of older technology items as needed.

7. Met - Middle school intervention supports were put in place and aide time was increased to support all grade levels.

8. Met - Percentage of completed independent study contracts demonstrate effectiveness of increased communication and training for parents about IS contracts. Our current ADA is 99%

9. Met - Time and funding was increased for school psychologist services. School Psychologist services increased from 10 to 40 days this year for Redwood Prep.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED</p> <p>3.1 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>ACTUAL</p> <p>All teachers were provided leave time to attend professional development trainings and to observe other teachers in their areas of expertise.</p>
Expenditures	<p>BUDGETED</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>

Action	2	
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

<p>Expenditures</p>	<p>3.2 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>BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$1,500</p>	<p>1st grade through 4th grade purchased Rigby Level Readers as enrichment materials and intervention with low income students. 5-8th Grade students are using NEWSLA</p> <p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration \$1,300 4000-4999: Books And Supplies LCFF \$950</p>
<p>Action 3</p>	<p>PLANNED 3.3 Increase scope of afterschool tutoring and homework tutor program targeting all TK-8th grade low income, EL, FY, and RFEP students</p>	<p>ACTUAL We increased the scope of after-school tutoring. Two tutors were hired to provide tutoring to our middle school student to help low income students work towards achieving mastery in grade level standards. A grandparent reading group was formed to help work with reading skills in the primary grades as well as a implementation of a 20 minute reading period in the afterschool program.</p>
<p>Expenditures</p>	<p>BUDGETED 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,500</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,807</p>
<p>Action 4</p>	<p>PLANNED 3.4 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>ACTUAL During 16-17 we renewed our subscriptions through DIBELS, SOI and NWEA. We purchased a subscription to Multiple Measures to help staff analyze the data and created differentiated instruction practices for students. Dreambox has been proven to be an effective tool in implementing differentiated instruction. We renewed our subscription for grades TK-6.</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$8,000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies LCFF \$7,523</p>
<p>Action 5</p>	<p>PLANNED 3.5 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>ACTUAL Classroom furniture was purchased. The expenses are included in 1.11</p>

Expenditures	<p>BUDGETED Expenses included in 1.11 4000-4999: Books And Supplies LCFF \$1,500</p>	<p>ESTIMATED ACTUAL Expenses included in 1.11 4000-4999: Books And Supplies LCFF \$1,500</p>
Action	6	
Actions/Services	<p>PLANNED 3.6 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>ACTUAL RPC provides students with 20 computers available of checking out for home use to complete projects and homework.</p>
Expenditures	<p>BUDGETED 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental and Concentration \$7,862</p>
Action	7	
Actions/Services	<p>PLANNED 3.7 Allocate additional resources to support struggling students in math and literacy during Success Hall time for grades 6th through 8th.</p>	<p>ACTUAL Purchased materials and used volunteers to run intervention cycles.</p>
Expenditures	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,500</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures LCFF \$650</p>
Action	8	
Actions/Services	<p>PLANNED 3.8 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>ACTUAL During the 2016-17 school year we changed our process to include teachers handling the distribution and parent support off the independent studies. During events like back to school night and through newsletters extra support is provided to parents.</p>
Expenditures	<p>BUDGETED Staff time only \$0</p>	<p>ESTIMATED ACTUAL Staff time only \$0</p>
Action	9	
Actions/Services	<p>PLANNED 3.9 Additional resources will be allocated to cover the costs of school psychologist services.</p>	<p>ACTUAL Psychologist services were contracted through HCOE.</p>
Expenditures	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$24,000</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,934</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All of the actions and services were implemented. Students at Redwood Prep are receiving differentiated instruction.

Our teachers established professional goals to increase their effectiveness in the classroom.

We increased our number of minimum days per month from 2 to 4. This extra time allows for more comprehensive conversations and collaboration regarding student achievement academically and social-emotionally.

We modified our intervention this year, giving more instructional aide time in each classroom so teachers could implement their own interventions for students in their classrooms. We believe that no staff member knows a child as a learner better than their own teacher and our hope was that this would significantly increase the effectiveness of intervention.

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

According to KST, DIBELS, local assessment and NWEA data, our students are making growth toward the standards in ELA and math. We notice lower scores for 4th grade in ELA, and 5th and 6th grade math scores. Our 5th grade teacher has been out on maternity leave for the 2nd trimester and we know the quality of instruction is not comparable from a long term substitute teacher. To offset this, we've rearranged staff so the 5th grade class is now served in math by our middle school math teacher.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most items were budgeted accurately, some items after review and attempting to implement we found that it wasn't the best use of funds and we did not want to waste funds on unnecessary items. Additionally, we went over our facilities budget causing us to reduce other items budgeted amounts. On goal 3, all actions came in under budget except for one, the total amount reduced was moved to the facilities fund was. 3.2 Additional Middle School curriculum was needed to serve this population. We went over our budget by \$1,050. 3.3 Due to only being able to find two tutors for our program and budgeting for four, costs went down by \$4,000. We also implemented a grandparents volunteering reading group to help the primary grade. 3.4 Came in under budget by \$477 by eliminating a program and swapping for a free resource. 3.6 Computer bid came in lower than budgeted by \$2,138. 3.7 Staff were able to get volunteers so the stipends were not needed, supplies were purchased and the final expenditures as of April 1 were \$250.

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

As mentioned in goal 2, we are creating a new goal that encompasses 21st Century learning, differentiation and best practices with measurable outcomes, "Increase student achievement." We will maintain the actions in this goal and add to them. We are in the process of evaluating our curriculum, instructional methods, schedule and the grouping of students to determine how to improve student success. Time appears to be the resource we need the most.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Implement programs and strategies to support regular student attendance, parent involvement, and continued school engagement

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Event attendance records, social media reports, and news articles will demonstrate student participation in a wide variety of HCOE academic events.
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 Responsibility, or other Redwood Prep embraced philosophies to provide additional support and training for staff and parents.
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.
4. Parent Communication logs and parent-teacher conference notes will indicate increased outreach to families of chronically absent children.
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.

ACTUAL

1. Met - We participated in a wide variety of HCOE academic events. Our 7th and 8th grade team took 3rd place in the Math Counts competition, we had 23 students participate in the county level of Science Fair, and have a student travelling to the state level for the History Day Competition. 4th through 8th graders participated in the initial level of the county Spelling Bee.
2. Met - We provided training to families and staff for Love and Logic, Growth Mindset, Raise Responsibility. This year, for the first time, we attracted community members to our Love & Logic training as well as parents.
3. Met - We increased levels of parent input regarding the progress of our school and community on our annual Family Survey. We increased parent responses from 41 to 111 out of 137 families by sending out the survey in January instead of in May.
4. Met - There was a 10% reduction in absences for students that are identified as chronically absent.
5. Met - Our leadership groups updated the Redwood Prep Family Handbook as needed with new facility and changing state and local policies. The Parent Handbook was 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.
6. Met - We attracted new families with children identified as SED to join our Parent Council/Family Events Committee.

6. School communication records will indicate personal communication efforts of staff to inform and invite unduplicated students families to join RPrep committees.

7. Student suspension and expulsion rates will remain low in accordance with state appropriate expectations.

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.

9. Parent involvement records will indicate increased parent participation in school volunteer activities.

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.

7. Met - Student suspension and expulsion rates have remained low in accordance with state appropriate expectations. There will be an increase of suspensions reflected in our CALPADS reports for the 2016-2017 school year, because it has come to our attention that suspensions were accidentally under reported for the previous year.

8. Met - Students participated in emergency preparedness and response trainings. This is an area we have grown tremendously in the past year. All staff members have completed all required state trainings as well as bullying prevention, sexual harassment, and active shooter training. We have established a safety committee of staff and parents that meet monthly to address school safety needs. We are in the process of developing a junior safety committee.

9. Met -We had a great show of support from families who volunteered to help us move, and prepare the school facilities for an ontime start this year. We established a job description for our Parent Volunteer Coordinator who now communicates weekly opportunities to volunteer to our families. We are looking for ways to increase parent involvement in long term committee work, such as fundraising and parent council.

10. Met - Our staff completed CPR/First Aid training and certification prior to 2016-17 school year. All staff completed first aid, CPR, blood borne pathogen and pesticide safety training.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED</p> <p>4.1 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>ACTUAL</p> <p>Students participated in the Science Fair and Spelling Bee through decade of difference. 7th grade students attended Mathcounts. 8th grade students participated in History Day and the Craft Up program through Decade of Difference.</p>
Expenditures	<p>BUDGETED</p> <p>\$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>Expenses included in 2.10 \$530</p>

Action **2**

Actions/Services

PLANNED
 4.2 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

ACTUAL
 As of April 1, we purchased Love and Logic workbooks, had our first parent cycle in March. We are expecting to have another session prior to the end of the year. Staff will be holding a Math and Literacy night in the Spring. We are estimating another \$500 in expenses by June.

Expenditures

BUDGETED
 \$1,000

ESTIMATED ACTUAL
 4000-4999: Books And Supplies LCFF \$240

Action **3**

Actions/Services

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

ACTUAL
 We have held many events over the course of the year: grand Opening, Family Potluck, State of the Pack, A Night at RPC, Science Night, Arts and Academics, and Parent survey went out in the middle of the school year instead of the end, responses increased significantly.

Expenditures

BUDGETED
 \$200

ESTIMATED ACTUAL
 Staff time was used to compile information/surveys, and to hold and plan events. 2000-2999: Classified Personnel Salaries LCFF \$200

Action **4**

Actions/Services

PLANNED
 4.4 Work specifically with chronically absent children’s families to provide support and information promoting the importance of regular school attendance

ACTUAL
 Our ADA is currently at 99%, absences are not a chronic issue. We are currently working with our data to analyze the amount of tardies and Independent studies per students for the year.

Expenditures

BUDGETED
 \$500

ESTIMATED ACTUAL
 Staff time was used to compile data and create and action plan. 2000-2999: Classified Personnel Salaries LCFF \$500

Action **5**

Actions/Services

PLANNED

ACTUAL

Expenditures	4.5 Update Parent Handbook to include additional information as deemed necessary according to new family survey and Parent Council recommendations.	The parent handbook was updated to reflect recommendations from the parent council. The school board has adopted the handbook.
	BUDGETED Staff time only \$0	ESTIMATED ACTUAL Staff time only \$0

Action **6**

Expenditures	PLANNED 4.6 Extend personal invitations to families of unduplicated students to encourage participation in Redwood Prep committees, events, and activities	ACTUAL We have reached out and invited families identified as SED to participate in our parent council. This has not proven as effective as we'd hoped. Scheduling of meetings seems to be a major factor contributing to the lack of involvement.
	BUDGETED Staff time only \$0	ESTIMATED ACTUAL Staff time only \$0

Action **7**

Expenditures	PLANNED 4.7 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	ACTUAL Classified staff are meeting monthly and have ongoing trainings included but not limited to safety, bullying and yard duty procedures. There has been no cost due to using a free resource through our insurance company.
	BUDGETED \$300	ESTIMATED ACTUAL \$0

Action **8**

Expenditures	PLANNED 4.8 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	ACTUAL Safety is a top priority at RPC. The safety committee meets monthly. Preparedness drills are practiced monthly along with safety inspections. Staff have participated in multiple online trainings.
	BUDGETED \$500	ESTIMATED ACTUAL Safety kits, emergency radios, emergency radio station. 4000-4999: Books And Supplies LCFF \$775

Action **9**

Actions/Services	<p>PLANNED 4.9 Define and update parent volunteer coordinator position with a job description in coordination between Parent Council and school staff</p>	<p>ACTUAL Director worked with parent council and volunteer coordinator to further develop position and description. Position has been filled and we are seeing an increase in volunteers.</p>
Expenditures	<p>BUDGETED Staff time only \$0</p>	<p>ESTIMATED ACTUAL Staff time only \$0</p>

Action **10**

Actions/Services	<p>PLANNED 4.10 Staff will participate in CPR and First Aid training to obtain or re-certify training status</p>	<p>ACTUAL All RPC staff participated in CPR and First Aid training to obtain or re-certify training status.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures LCFF \$1,500</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures LCFF \$1,440</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>We ask for parent volunteers to help in almost every aspect of our school. Our parents have driven on field trips, staffed our book fair, provided interpretation services, managed our PR, filled in as yard monitors, run clubs, coached and so much more. This year we significantly increased the level of communication with our families via email updates and newsletters. Our volunteer coordinator has been pivotal of making families aware of opportunities to help in ways that align with their interests and talents.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>There has been a definite increase in parent participation this year. I believe that part of that success was generated through the excitement of moving to our new facility. We are currently working to develop ways to minimize parent burn-out and increase motivation. We definitely saw an increase in the number of parents who responded to our annual family survey and who attended our annual State of the Pack meeting.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>On goal 4, all actions came in under budget except for safety. With being on a new campus we didn't know what we would need, additionally, our safety budget was very low. All other items we accomplished with staff time, therefore minimal funding was needed. Love and Logic is expected to be lower by \$300 due to only having two parent sessions.</p>

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

The biggest change we'll make next year will be to provide more opportunities for parents to become informed about our school philosophy and programs. We want parents to understand what we're teaching (CCSS) and how beneficial the means are (project-based learning, STEAM, Maker Movement, etc.) We want to engage parents in the business of educating their kids and are hopeful that this understanding will lead to higher levels of engagement.

Stakeholder Engagement

LCAP Year

- 2017–18
- 2018–19
- 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

* Parent Council Meetings:

Members: Brooke Nunes, Suzanne Rye, Michelle Austrus, Pat Sorci, Felicia Thomsson, Gnesa Kirchman, Tiara Brown, Melanie Downing, Sherry Hedstrom, Christine Salmon, Sarah Wennerholm, Laura Cross,

- October: Discussed LCAP and how parents and stakeholders are involved in the process. First conversation was about student engagement and parent involvement. Next would be CASP scores and years assessment. Parents were asked to get familiar with LCAP, review recommendations from last year, current year expenses, and read over priorities and cheat sheet. Make notes and suggestions. Bring back in November.
- November: Went over goals. Looked at LCAP budget sheet, talked about completed goals and future ones as well. Would like to see an increase in emergency preparedness. Reviewed the new 2017-20 LCAP template. Discussed reasons why the revisions were being made and how information will be incorporated into the new template.
- December: Reviewed annual update draft and last year’s recommendations.
- January: Shared how template wasn’t ready yet but provided a doc version for parents to review and bring back comments.
- February: Reviewed annual update draft. Reviewed doc version again. Discussed the new dashboard.
- March: Walked through items one by one and parents provided feedback. Reviewed the Dashboard data.
- April:

* Staff Meetings—

Teaching Staff: Morgan Drake, Dawn Carroll, Lori Head, Kim Kendall, Amy Eastman, Miranda Head, Melanie Downing, Katie Dore, Janice Lourenzo.

Admin Staff: Krista Croteau and Tiara Brown

Classified Staff : Becky Scales, Moe Holt, Lareesa Stanfield

- September: Analyzed NWEA and CAASP, Select 8th graders to give extra support in 4th/5th during practice component of math lesson and/or elective course in spring being “cross-age tutor” and/or after school, Teacher PD book club -- “Reaching Boys, Teaching Boys who struggle academically”, Run Intervention/elective cycles 5-8 (kids not meeting standards, placed into intervention w/ opportunity to “test” way into more electives,
- November: Discussed PLTW program and budget, Use some LCAP money to do a Family Maker night, Replace technology based on new Tech plan staff are working on, Staff were given survey link and asked to participate.
- December: Discussed our Culture, Want to help the kid’s express and embrace kindness. Pull smaller groups at a time to experience authentic experiences. Whole school community of kindness. Create new start-up feelings--Letting families know, Revitalize State of Pack--Make it more involved, have a guest speaker with boys and dads. Town hall meeting type and discuss how it relates to school, respect of teachers/coaches/peers. Take a few to do a community service project, Advisory groups--mixed morning meetings

- January: Walked through all of our goals and shared what we are doing to achieve them, discussed holes needed to be corrected, look at data to analyze how goals and actions are working
- February: Discussed survey and results, want to make button on main webpage for CCSS, add blurb about testing/CCSS to annual registration paperwork, Krista planning to do a Howler article giving test data/comparisons at beginning of year, idea to create a parent permission slip for intervention support, Add documentation to report card comments if student is receiving intervention support. Suggestion to incorporate language into art/tech. Dual-lingo allows student to choose any language reaching out to parents via newsletters to offer time to meet to discuss growth/progress. Add something about “how to help your student” grow to correspondence. State of the Pack: Address decrease in field trips in large part due to decrease in parent drivers over years. Discussed art: Meet Masters better for primary. Share art w/ parents so they see what kids are doing. Overall, we feel our art program is much stronger than typical art offerings for primary, developed and discussed Packs with a purpose, discussed helping the kids develop a deeper Respect, Kindness, empathy, and responsible mentality.
- March: Discussed expectations of our students and our culture (PBIs Committee), Implement PBIS, we created a Committee, discussed culture with sports players and aligning it to our school culture. Math: Look into creating a math intervention system to utilize aide for group and teacher led intervention and figuring out aide time distribution between classroom and RTI. Inventive grouping for ELA, next steps: 4th and 5th discuss options, compare standards, planned schedule, presentation to parents

April:

* DIBI Board Meetings—

Members: Jon Flyer, Jeremy Stanfield, Randy Gans, Nichole Stoll, Rene Imperiale Egan, Jason Austrus, Carlton Floyd

- November: Presented Annual Update as of 10/31/16, Sent board a survey for input
- December Presented Annual Update to the board as of 12/1/16, Checked in on survey
- January: Presented LCAP annual update as of 1/1/17
- February: Presented LCAP annual update as of 2/1/17
- March: Presented LCAP annual update as of 3/1/17
- April: Shared LCAP annual update and school dashboard. Asked board for input. Will be bringing first draft back to board in May.

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

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

** Presented Rough Draft LCAP plan for 2016-17 to Staff, Board, and Parent Council

** Used student achievement data and stakeholder feedback to analyze progress towards 2016/17 goals and plan for 2017/18 amendments to goals

** Worked with staff, Parent Council, Student Council, and DIBI Board of Directors during monthly meetings to monitor and review progress, update or edit goals for the next school year, and align budget expenditures with changing needs of the students and school community

IMPACT ON LCAP AND ANNUAL UPDATE

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

** Parent Input:

- Suggested changes to outcomes and actions:

- Add action to goal 3 to include Love & Logic for families
- Get a safe
- Tighten up cyber security and education
- Look into an Enrichment with D- Tech club for all students
- Look to create more events for the TK-2 grades
- Add more enrichment for kids exceeding the standards
- Duplicate action 2.12 but make it for parents, make it 3.5
- Discussed sending home computers for those who do not have them at home and also that the usage of computers is available during after school. Use computers purchased this year. What to do about Wifi?
- Adding Friday afternoon coding classes.
- Running intervention electives for those students who need it
- Possibly bringing in Moe to help with after school reading needs during the non-enrichment periods.
- The idea of after school reading help was brought up with the usage of parent and grandparent volunteers. Talk to Dianne about organizing.
- Increase in emergency preparedness

**Staff Input

- Research new program for RTI,
- Clear communication w/ parents about academic and behavioral issues
- Network w/ parents to help at home resources
- Friday afternoon coding/program classes -- working on some grant possibilities
- Teacher PD book club
- Run Intervention/elective cycles 5-8
- Increased intervention time for groups, including test-taking strategy groups for those struggling to perform on tests at ability level
- Family Maker night
- Replace technology based on new Tech plan
- Two more cafeteria tables
- Create Packs with a Purpose
- Implement PBIs
- Implement a new Math intervention program

* Board of Directors Input:

** Progress was reviewed and discussed, additional considerations were listed for inclusion in the 2017-18 plan

** Student achievement levels and school climate must continue to be of the highest priority in determining funding for personnel, curriculum, materials and classroom instructional activities

** The Updated LCAP must address these priorities in alignment with the priorities set by the State

** Director and Business Manager will work to address the input and priorities of all stakeholders in amendment of the existing LCAP for future years

** Rough Draft of 2017-18 LCAP will be presented to stakeholders during April and May.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New

 Modified

 Unchanged

Goal 1

Provide safe and productive learning environment for all students.

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

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

We continue to develop our playground and play spaces. We have leased more property to accommodate a grass field that requires installation.(Action 1.1)

Our Multi-Purpose room and office spaces are brand new but our modular classrooms and outdoor bathrooms are renovated. We want to ensure that we maintain our facilities in good condition.(Action 1.1, 1.7))

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

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

As we enter into a period of teacher shortage, we need to attract and maintain highly qualified teachers and substitute teachers. (Action 1.4)

In order to comply with State mandates for attendance and student reporting, we must maintain our Student Information System and ensure that the employees accountable for these tasks are properly trained.(1.5)

Our Prop 39 Plan has been accepted by the state and we plan to begin implementation. (1.6)

Redwood Prep will remain compliant with immunizations and student health screening requirements.(1.8)

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 School Facilities Inspection Risk Management Assessments Family Survey	1.1 New school facility	1.1 Maintain clean, healthy and safe school facilities	1.1 Maintain clean, healthy and safe school facilities	1.1 Maintain clean, healthy and safe school facilities
1.2 Local Assessment of school safety data for staff training and emergency drills.	1.2 100% of school staff have completed mandated safety training.	1.2 Maintain 100% completion rate of mandated training by staff	1.3 Maintain clean, healthy and safe school facilities	1.3 Maintain clean, healthy and safe school facilities
1.3 Student Suspension Rate Student Behavior Incidents	1.3 As of April 1, 2017 16 students have been suspended in or out of school,	1.3 Maintain the low student suspension rate	1.3 Maintain the low student suspension rate	1.3 Maintain the low student suspension rate

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New
 Modified
 Unchanged

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

New
 Modified
 Unchanged

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

New
 Modified
 Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount: \$240,752

Source: LCFF

Budget Reference: 5000-5999: Services And Other Operating Expenditures

Amount: \$31,116

Source: LCFF

Budget Reference: 4000-4999: Books And Supplies

2018-19

Amount: \$247,535

Source: LCFF

Budget Reference: 5000-5999: Services And Other Operating Expenditures

Amount: \$31,116

Source:

Budget Reference:

2019-20

Amount: \$247,535

Source: LCFF

Budget Reference: 5000-5999: Services And Other Operating Expenditures

Amount: \$31,116

Source:

Budget Reference:

Action **2**

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

Students to be Served

All
 Students with Disabilities
 [Specific Student Group(s)]

Location(s)

All Schools
 Specific Schools:
 Specific Grade spans:

OR

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

Students to be Served

English Learners
 Foster Youth
 Low Income

Scope of Services

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$3,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Safety Materials
Amount	\$5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Training

2018-19

Amount	\$3,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Safety Materials
Amount	\$5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Training

2019-20

Amount	\$3,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Safety Materials
Amount	\$5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Training

Action 3

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.4 Provide funding for substitute teacher salaries at levels to remain competitive with other local schools.

1.4 Provide funding for substitute teacher salaries at levels to remain competitive with other local schools.

1.4 Provide funding for substitute teacher salaries at levels to remain competitive with other local schools.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$0

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries
All substitute costs are included in 2.7

2018-19

Amount \$0

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries
All substitute costs are included in 2.7

2019-20

Amount \$0

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries
All substitute costs are included in 2.7

Action **5**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

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

2018-19

- New
 Modified
 Unchanged

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

2019-20

- New
 Modified
 Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$4,300
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$4,300
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$4,300
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **6**

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

[Students to be Served](#)

- All
 Students with Disabilities
 [Specific Student Group(s)]

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

[Students to be Served](#)

- English Learners
 Foster Youth
 Low Income

[Scope of Services](#)

- LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

1.6 Complete any necessary lighting project and work to plan and complete solar installation with Prop 39 funding.

2019-20

New Modified Unchanged

1.6 Work to complete solar installation with Prop 39 funding.

BUDGETED EXPENDITURES

2017-18

Amount \$140,856
Source Other
Budget Reference 5800: Professional/Consulting Services And Operating Expenditures See RS - MG 0037 - Prop 39 funds

2018-19

Amount \$50,000
Source Other
Budget Reference 5000-5999: Services And Other Operating Expenditures See RS - MG 0037 - Prop 39 funds

2019-20

Amount \$50,000
Source Other
Budget Reference 5000-5999: Services And Other Operating Expenditures See RS - MG 0037 - Prop 39 funds

Action **7**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.7 Maintain custodial services.

1.7 Maintain custodial services.

1.7 Maintain custodial services.

BUDGETED EXPENDITURES

2017-18

Amount \$9,156

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

2018-19

Amount \$9,510

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

2019-20

Amount \$10,102

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

Action **8**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$4,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures See Other Inter-Lea Contracts

2018-19

Amount	\$4,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures See Other Inter-Lea Contracts

2019-20

Amount	\$4,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures See Other Inter-Lea Contracts

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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Goal 2

Improve Student Achievement

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

[Identified Need](#)

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

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

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

As we analyzed and compared our CAASPP assessment data across grade levels, and determined that our 4th & 5th grade student results mirror the trend across the state of declining numbers of students who meet or exceed the standards in Math. Students in these grade levels showed improvement from the 2015 to 2016 school years and we want to continue that trajectory of growth. (Action 2.3, 2.4)

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

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Performance on the CAASPP assessments	2.1 Performance on the CAASPP assessments	2.1 The percentage of students scoring in the met or exceeded range on the CAASPP will increase by 2%	2.1 The percentage of students scoring in the met or exceeded range on the CAASPP will increase by 2%	2.1 The percentage of students scoring in the met or exceeded range on the CAASPP will increase by 2%
2.2 CAASPP & NWEA	2.2 CAASPP & NWEA	2.2 35% of 4th and 5th grade students will score met or exceeds standards in mathematics.	2.2 35% of 4th and 5th grade students will score met or exceeds standards in mathematics.	2.2 35% of 4th and 5th grade students will score met or exceeds standards in mathematics.
2.3 CAASPP & NWEA	2.3 CAASPP & NWEA	2.3 The percentage of students identified as (SED) who meet or exceed the standards in ELA and Math will increase by 2%	2.3 The percentage of students identified as (SED) who meet or exceed the standards in ELA and Math will increase by 2%	2.3 The percentage of students identified as (SED) who meet or exceed the standards in ELA and Math will increase by 2%
2.4 CAASPP & NWEA	2.4 CAASPP & NWEA	2.4 Students with IEP goals in Math will improve their average distance from Level Three by 10 points. Students with IEP goals in ELA will improve their average distance from Level Three by 10 points.	2.4 The % of students receiving special education services who meet or exceed the standards in ELA and Math will increase by 2%	2.4 The % of students receiving special education services who meet or exceed the standards in ELA and Math will increase by 2%
2.5 Staff Meeting, Parent Council and Board Meeting notes/minutes Family Survey results	2.5 Staff Meeting, Parent Council and Board Meeting notes/minutes Family Survey results	2.5 Maintain innovative and engaging 21st Century Instructional programs for all students	2.5 Maintain innovative and engaging 21st Century Instructional programs for all students	2.5 Maintain innovative and engaging 21st Century Instructional programs for all students
2.6 CAASPP Staff Meeting, Parent Council and Board Meeting notes/minutes Family Survey results Staff Development records	2.6 CAASPP Staff Meeting, Parent Council and Board Meeting notes/minutes Family Survey results Staff Development records	2.6 The learning needs of our students will be addressed through appropriate and differentiated instruction.	2.6 The learning needs of our students will be addressed through appropriate and differentiated instruction.	2.6 The learning needs of our students will be addressed through appropriate and differentiated instruction.

2.7 LCFF Dashboard	2.7 LCFF Dashboard	2.7 Maintain low suspension rates	2.7 Maintain low suspension rates	2.7 Maintain low suspension rates
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

Source Lottery

2018-19

Amount \$10,000

Source Lottery

2019-20

Amount \$10,000

Source Lottery

Budget Reference	4000-4999: Books And Supplies RS 1100	Budget Reference	4000-4999: Books And Supplies RS 1100	Budget Reference	4000-4999: Books And Supplies RS 1100
Amount	\$6,817	Amount	\$6,952	Amount	\$6,952
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies RS 6300	Budget Reference	4000-4999: Books And Supplies RS 6300	Budget Reference	4000-4999: Books And Supplies RS 6300

Action 2

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$7,612	Amount	\$7,612	Amount	\$7,612
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 3

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$6,859

2018-19

Amount \$6,859

2019-20

Amount \$6,859

Source	Lottery	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies RS 1100	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$5,718	Amount	\$5,718	Amount	\$5,718
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies RS 6300	Budget Reference	4000-4999: Books And Supplies RS 6300	Budget Reference	4000-4999: Books And Supplies RS 6300
Amount	\$4,713	Amount	\$4,713	Amount	\$4,713
Source	Title II	Source	Title II	Source	Title II
Budget Reference	4000-4999: Books And Supplies RS 4035	Budget Reference	4000-4999: Books And Supplies RS 4035	Budget Reference	4000-4999: Books And Supplies RS 4035

Action 4

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

2.4 Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students, Maintain current funding for intervention, intervention staff time and intervention services. We are currently creating a new Math intervention program to help improve the achievement of all students, but specifically low income and EL students after reviewing our assessment data. We will maintain ELA intervention at current levels.

New Modified Unchanged

2.4 Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students, Maintain current funding for intervention, intervention staff time and intervention services. We are currently creating a new Math intervention program to help improve the achievement of all students, but specifically low income and EL students after reviewing our assessment data. We will maintain ELA intervention at current levels.

New Modified Unchanged

2.4 Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students, Maintain current funding for intervention, intervention staff time and intervention services. We are currently creating a new Math intervention program to help improve the achievement of all students, but specifically low income and EL students after reviewing our assessment data. We will maintain ELA intervention at current levels.

BUDGETED EXPENDITURES

2017-18

Amount	\$12,941
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Intervention Salary
Amount	\$14,500
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies See 4110, RS 0001 Intervention Materials
Amount	\$500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies See 4310 Supplies

2018-19

Amount	\$13,026
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$0
Source	
Budget Reference	One time expense for materials
Amount	\$500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies See 4310 Supplies

2019-20

Amount	\$13,026
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$0
Source	
Budget Reference	One time expense for materials
Amount	\$500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies See 4310 Supplies

Action **5**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5 Provide training and professional development opportunities for new staff to learn school applied methodologies and professional goals to meet student needs.

2018-19

New Modified Unchanged

2.5 Provide training and professional development opportunities for new staff to learn school applied methodologies and professional goals to meet student needs.

2019-20

New Modified Unchanged

2.5 Provide training and professional development opportunities for new staff to learn school applied methodologies and professional goals to meet student needs.

BUDGETED EXPENDITURES

2017-18

Amount \$1,648

Source Title VI

Budget Reference 5000-5999: Services And Other Operating Expenditures RS 4126

Amount \$10,598

Source Lottery

Budget Reference 5000-5999: Services And Other Operating Expenditures RS 1100

2018-19

Amount \$1,500

Source Lottery

Budget Reference 5000-5999: Services And Other Operating Expenditures RS 1100

Amount \$11,000

Source LCFF

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount \$1,500

Source Lottery

Budget Reference 5000-5999: Services And Other Operating Expenditures RS 1100

Amount \$11,000

Source LCFF

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.6 Provide funding for continued teacher training in 21st Century instructional programs.

2018-19

New Modified Unchanged

2.6 Provide funding for continued teacher training in 21st Century instructional programs.

2019-20

New Modified Unchanged

2.6 Provide funding for continued teacher training in 21st Century instructional programs.

BUDGETED EXPENDITURES

2017-18

Amount	\$5,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 1100

2019-20

Amount	\$5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures RS 1100

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$6,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries RS 0001
Amount	\$5,000

2018-19

Amount	\$6,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries RS 0001
Amount	\$5,000

2019-20

Amount	\$6,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries RS 0001
Amount	\$5,000

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Action 8

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$16,000
Source	LCFF

2018-19

Amount	\$16,000
Source	LCFF

2019-20

Amount	\$16,000
Source	LCFF

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies See Equipment	Budget Reference	4000-4999: Books And Supplies See Equipment	Budget Reference	4000-4999: Books And Supplies See Equipment

Action 9

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

Amount	\$3,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies RS 0001

2019-20

Amount	\$3,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies RS 0001

Action **10**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies See Equipment	Budget Reference	4000-4999: Books And Supplies See Equipment	Budget Reference	4000-4999: Books And Supplies See Equipment
Amount	\$10,000	Amount		Amount	
Source	Lottery	Source		Source	
Budget Reference	4000-4999: Books And Supplies See Computers - One Time Expenditure	Budget Reference		Budget Reference	

Action **11**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.11 Continue funding para professional staff positions for students to achieve mastery of grade level standards

2.11 Continue funding para professional staff position for students to achieve mastery of grade level standards

2.11 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.

during afterschool tutoring and homework help sessions as needed for low income, EL, and RFEP students.

during afterschool tutoring and homework help sessions as needed for low income, EL, and RFEP students.

BUDGETED EXPENDITURES

2017-18

Amount \$4,963
 Source Supplemental and Concentration
 Budget Reference 2000-2999: Classified Personnel Salaries

2018-19

Amount \$5,000
 Source Supplemental and Concentration
 Budget Reference 2000-2999: Classified Personnel Salaries

2019-20

Amount \$5,000
 Source Supplemental and Concentration
 Budget Reference 2000-2999: Classified Personnel Salaries

Action **12**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.12 Provide Speech services to our students through a licensed contracted Speech Pathologist and support aide.

2.12 Provide Speech services to our students through a licensed contracted Speech Pathologist and support aide.

2.12 Provide Speech services to our students through a licensed contracted Speech Pathologist and support aide.

BUDGETED EXPENDITURES

2017-18

Amount	\$16,500
Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$5,984
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries OBJ 2103

2018-19

Amount	\$16,500
Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$6,176
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries OBJ 2103

2019-20

Amount	\$16,500
Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$6,459
Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries OBJ 2103

Action **13**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.13 Provide Special education services to students through a (0.8 FTE) highly qualified teacher credentialed through the State of CA.

2018-19

New Modified Unchanged

2.13 Provide Special education services to students through a (0.8 FTE) highly qualified teacher credentialed through the State of CA.

2019-20

New Modified Unchanged

2.13 Provide Special education services to students through a (0.8 FTE) highly qualified teacher credentialed through the State of CA.

BUDGETED EXPENDITURES

2017-18

Amount \$55,190
 Source Special Education
 Budget Reference 1000-1999: Certificated Personnel Salaries
 See 6300 RS

2018-19

Amount \$55,985
 Source Special Education
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures
 See 6300 RS

2019-20

Amount \$56,210
 Source Special Education
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures
 See 6300 RS

Action **14**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.14 Purchase a Social-Emotional/Behavior Curriculum to be implemented by our special projects teacher (.2 FTE) Research shows that providing support with appropriate behaviors lead to better academic results. The curriculum is a one time purchase.

2018-19

New Modified Unchanged

2.14 Social-Emotional/Behavior Curriculum to be implemented by our special projects teacher (.2 FTE) Research shows that providing support with appropriate behaviors lead to better academic results. The curriculum is a one time expenditure.

2019-20

New Modified Unchanged

2.14 Social-Emotional/Behavior Curriculum to be implemented by our special projects teacher (.2 FTE) Research shows that providing support with appropriate behaviors lead to better academic results. The curriculum is a one time expenditure.

BUDGETED EXPENDITURES

2017-18

Amount	\$4,288
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Amount	\$13,243
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$0
Source	
Budget Reference	
Amount	\$13,689
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$0
Source	
Budget Reference	
Amount	\$13,916
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **15**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.15 Provide Psych services to our students through a licensed contracted Psychologist through the County office of Education.

2018-19

New Modified Unchanged

2.15 Provide Psych services to our students through a licensed contracted Psychologist through the County office of Education.

2019-20

New Modified Unchanged

2.15 Provide Psych services to our students through a licensed contracted Psychologist through the County office of Education.

BUDGETED EXPENDITURES

2017-18

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

2018-19

Amount \$28,000
Source Supplemental and Concentration
Budget Reference 5800: Professional/Consulting Services And Operating Expenditures See Other Inter LEA Contracts

2019-20

Amount \$29,000
Source Supplemental and Concentration
Budget Reference 5800: Professional/Consulting Services And Operating Expenditures See Other Inter LEA Contracts

Action **16**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

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

2018-19

New Modified Unchanged

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

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

2019-20

New Modified Unchanged

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

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Action **17**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.17 Implement PBIS at Redwood Prep.

2.17 Assess and continue to implement PBIS at Redwood Prep.

2.17 Assess and continue to implement PBIS at Redwood Prep.

BUDGETED EXPENDITURES

2017-18

Amount \$3,000
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies
 RS 1100

2018-19

Amount \$3,000
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies
 RS 1100

2019-20

Amount \$3,000
 Source Lottery
 Budget Reference 4000-4999: Books And Supplies
 RS 1100

Action **18**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2.18 Purchase additional school furnishings as needed to provide an engaging and appropriate learning environment.

2018-19

New Modified Unchanged

2.18 Purchase additional school furnishings as needed to provide an engaging and appropriate learning environment.

2019-20

New Modified Unchanged

2.18 Purchase additional school furnishings as needed to provide an engaging and appropriate learning environment.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$7,000
Source LCFF
Budget Reference 4000-4999: Books And Supplies
See Furniture

2018-19

Amount \$7,000
Source LCFF
Budget Reference 4000-4999: Books And Supplies
See Furniture

2019-20

Amount \$7,000
Source LCFF
Budget Reference 4000-4999: Books And Supplies
See Furniture

Action **19**

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

[Students to be Served](#)

All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.19 Maintain personnel to efficiently educate and meet the needs of all 220 students at Redwood Prep.

2018-19

New Modified Unchanged

2.19 Maintain personnel to efficiently educate and meet the needs of all 220 students at Redwood Prep.

2019-20

New Modified Unchanged

2.19 Maintain personnel to efficiently educate and meet the needs of all 220 students at Redwood Prep.

BUDGETED EXPENDITURES

2017-18

Amount	\$563,412
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$306,995
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$263,403
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds
Amount	\$5,779
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$9,592

2018-19

Amount	\$598,425
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$310,712
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$291,346
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds
Amount	\$6,026
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$10,622

2019-20

Amount	\$615,316
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$315,164
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$305,861
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries See RS 1400 - EPA Funds
Amount	\$6,289
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$10,622

Source: Special Education
 Budget Reference: 2000-2999: Classified Personnel Salaries

Source: Special Education
 Budget Reference: 2000-2999: Classified Personnel Salaries

Source: Special Education
 Budget Reference: 2000-2999: Classified Personnel Salaries

Action **20**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$2,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Amount	\$2,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Amount	\$2,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

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

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

- Training for parents about CCSS to improve their understanding and ability to support their children with CCSS.(Action 3.1,3.3)
- Improved communication by faculty and staff about curriculum, projects and class activities to parents and the Board of Directors (Action 3.3)
- Orientation and training for new families about school programs, philosophies, and core values (i.e Love & Logic, Social Responsibility, Habits of Mind, Growth Mindset (Action 3.6, 3.7)
- Clear and comprehensive school handbooks - Student, Athletics, Family and Staff (Action 3.2)
- Increased participation/attendance by parents on school committees (fund-raising, parent council, facilities), and school events (State of the Pack, Back to School Night, Parent Conferences, Student Intake Meetings)(Action 3.2, 3.5)
- Increase the number of students who feel a sense of belonging and empowerment at school by maintaining a positive school climate. (Addressed in Goal 2 Actions 2.14 & 2.17)

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 School Pathways attendance reports CALPADS	3.1 Current attendance rate is 98%	3.1 Maintain attendance rates at or above 95%.		
3.2 Family Survey	3.2 81% of families responded in 2016-2017	3.2 Maintain 80% or higher participation rate in the annual Family Survey		
3.3 Family Survey	3.3 79% of respondents felt they understood and were informed regarding CCSS.	3.3 Increase family responses indicating they understand and feel informed about Common Core State Standards to 85%		
3.4 Attendance Logs at Back to School, Parent Conferences, State of the Pack meetings, Board meetings, Parent Council meetings, Volunteer Hour Logs Family Survey	3.4 This year we will begin using sign-in sheets and taking attendance at Board Meetings and take attendance counts at other school functions	3.4 Increased parent participation in school activities, events and committees		
3.5 Meeting notes from Parent Council Staff Meetings Leadership Meetings Board Meetings	3.5 Current School Handbooks	3.5 Updated and revised school handbooks as needed.		
3.6 Family Survey Student Survey	3.6 No Baseline Data, will collect in 2017-18.	3.6 Maintain/improve school climate so students feel safe, included, and empowered.		

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	\$200
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Mostly staff time, may need some materials
Amount	\$1,000
Source	LCFF

2018-19

Amount	\$200
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Mostly staff time, may need some materials
Amount	\$1,000
Source	LCFF

2019-20

Amount	\$200
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Mostly staff time, may need some materials
Amount	\$1,000
Source	LCFF

Budget Reference 5000-5999: Services And Other Operating Expenditures See 5210 Training

Budget Reference 5000-5999: Services And Other Operating Expenditures See 5210 Training

Budget Reference 5000-5999: Services And Other Operating Expenditures See 5210 Training

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$0
Source LCFF

2018-19

Amount \$0
Source LCFF

2019-20

Amount \$0
Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries Staff Time only

Budget Reference 1000-1999: Certificated Personnel Salaries Staff Time only

Budget Reference 1000-1999: Certificated Personnel Salaries Staff Time only

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$200
Source Lottery

2018-19

Amount \$200
Source Lottery

2019-20

Amount \$200
Source Lottery

Budget Reference 4000-4999: Books And Supplies
Mostly staff time, may need some materials

Budget Reference 4000-4999: Books And Supplies
Mostly staff time, may need some materials

Budget Reference 4000-4999: Books And Supplies
Mostly staff time, may need some materials

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Amount \$500

Source Lottery

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$500

Source Lottery

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$500

Source Lottery

Budget Reference 4000-4999: Books And Supplies

Mostly staff time, may need some postage

Mostly staff time, may need some postage

Mostly staff time, may need some postage

Action **5**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$2,600
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$1,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$1,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **6**

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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

2018-19

New Modified Unchanged

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

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount \$200

Source Locally Defined

2018-19

Amount \$200

Source Locally Defined

2019-20

Amount \$200

Source Locally Defined

Budget Reference 4000-4999: Books And Supplies
Staff time only, May need some materials, Funded by DIBI

Budget Reference 4000-4999: Books And Supplies
Staff time only, May need some materials, Funded by DIBI

Budget Reference 4000-4999: Books And Supplies
Staff time only, May need some materials, Funded by DIBI

Action 7

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

3.7 Develop and implement an orientation for all new families at RPC.

3.7 Develop and implement an orientation for all new families at RPC.

3.7 Develop and implement an orientation for all new families at RPC.

BUDGETED EXPENDITURES

2017-18

Amount \$1,500

Source LCFF

Budget Reference 4000-4999: Books And Supplies
Advertisement and Materials

2018-19

Amount \$1,500

Source LCFF

Budget Reference 4000-4999: Books And Supplies
Advertisement and Materials

2019-20

Amount \$1,500

Source LCFF

Budget Reference 4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$71,571

Percentage to Increase or Improve Services: 4.43%

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

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

Reasoning for use of funds:

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

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

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

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

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

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

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

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

- Purchase research-based intervention and enrichment materials, as needed, that are aligned with CA Common Core standards to be used with low income and English Learner students
- Continue after school tutoring and homework tutor program targeting all TK-8th grade low income, EL, FY, and RFEP students
- Replace/update technology tools and continue check-out technology system for low income without adequate technology at home to complete school projects and homework

- Maintain current intervention tech time and intervention services for Language Arts and adding services for Math Intervention
- Provide release of time and substitute teacher funding for professional growth opportunities through coaching, site visits, and trainings to improve math instruction and intervention practices with low income pupils
- Continue Psych services through HCOE
- Continue 0.2 FTE Social/Emotional Behavior support staff

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	737,584.00	1,098,965.00	1,872,900.00	1,826,822.00	1,865,270.00	5,564,992.00
	13,500.00	530.00	0.00	31,116.00	31,116.00	62,232.00
LCFF	636,584.00	850,320.00	1,491,134.00	1,545,799.00	1,582,249.00	4,619,182.00
Locally Defined	0.00	0.00	200.00	200.00	200.00	600.00
Lottery	13,500.00	11,827.00	53,892.00	28,070.00	28,070.00	110,032.00
Other	0.00	160,727.00	140,856.00	50,000.00	50,000.00	240,856.00
Special Education	0.00	0.00	87,266.00	89,283.00	89,791.00	266,340.00
Supplemental and Concentration	48,000.00	62,406.00	71,571.00	55,689.00	56,916.00	184,176.00
Title I	26,000.00	13,155.00	18,720.00	19,052.00	19,315.00	57,087.00
Title II	0.00	0.00	4,713.00	4,713.00	4,713.00	14,139.00
Title VI	0.00	0.00	4,548.00	2,900.00	2,900.00	10,348.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	737,584.00	1,098,965.00	1,872,900.00	1,826,822.00	1,865,270.00	5,564,992.00
	13,500.00	530.00	0.00	31,116.00	31,116.00	62,232.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	383,084.00	506,755.00	906,248.00	316,035.00	330,777.00	1,553,060.00
2000-2999: Classified Personnel Salaries	33,500.00	234,617.00	355,410.00	959,497.00	981,978.00	2,296,885.00
4000-4999: Books And Supplies	94,800.00	77,045.00	125,201.00	62,342.00	62,342.00	249,885.00
5000-5999: Services And Other Operating Expenditures	66,200.00	77,367.00	285,910.00	341,347.00	341,347.00	968,604.00
5800: Professional/Consulting Services And Operating Expenditures	146,500.00	202,651.00	200,131.00	116,485.00	117,710.00	434,326.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	737,584.00	1,098,965.00	1,872,900.00	1,826,822.00	1,865,270.00	5,564,992.00
		13,500.00	530.00	0.00	31,116.00	31,116.00	62,232.00
0001-0999: Unrestricted: Locally Defined		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	378,084.00	323,055.00	831,815.00	296,346.00	310,861.00	1,439,022.00
1000-1999: Certificated Personnel Salaries	Other	0.00	160,197.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	55,190.00	0.00	0.00	55,190.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	5,000.00	23,503.00	19,243.00	19,689.00	19,916.00	58,848.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	217,655.00	316,151.00	918,647.00	940,582.00	2,175,380.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	15,576.00	16,798.00	17,081.00	49,455.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	7,500.00	3,807.00	4,963.00	5,000.00	5,000.00	14,963.00
2000-2999: Classified Personnel Salaries	Title I	26,000.00	13,155.00	18,720.00	19,052.00	19,315.00	57,087.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	69,800.00	56,056.00	56,404.00	27,859.00	27,859.00	112,122.00
4000-4999: Books And Supplies	Locally Defined	0.00	0.00	200.00	200.00	200.00	600.00
4000-4999: Books And Supplies	Lottery	13,500.00	11,827.00	43,294.00	26,570.00	26,570.00	96,434.00
4000-4999: Books And Supplies	Supplemental and Concentration	11,500.00	9,162.00	20,590.00	3,000.00	3,000.00	26,590.00
4000-4999: Books And Supplies	Title II	0.00	0.00	4,713.00	4,713.00	4,713.00	14,139.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	66,200.00	76,837.00	270,764.00	286,947.00	286,947.00	844,658.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	10,598.00	1,500.00	1,500.00	13,598.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	530.00	0.00	50,000.00	50,000.00	100,000.00
5000-5999: Services And Other Operating Expenditures	Title VI	0.00	0.00	4,548.00	2,900.00	2,900.00	10,348.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	122,500.00	176,717.00	16,000.00	16,000.00	16,000.00	48,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	140,856.00	0.00	0.00	140,856.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00	16,500.00	72,485.00	72,710.00	161,695.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	24,000.00	25,934.00	26,775.00	28,000.00	29,000.00	83,775.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	439,180.00	355,461.00	356,053.00	1,150,694.00
Goal 2	1,427,520.00	1,466,261.00	1,504,117.00	4,397,898.00
Goal 3	6,200.00	5,100.00	5,100.00	16,400.00
Goal 4	0.00	0.00	0.00	0.00

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