

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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 Academy of Ukiah

Contact Name and Title

Elna Gordon

Principal

Email and Phone

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707-467-0500

2017-20 Plan Summary

The Story

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

Redwood Academy of Ukiah is a small public charter school for grades 7-12 that opened in the fall of 2000. Its mission is to prepare students for college and independent living in a safe, challenging, well-managed charter school. The school meets the needs of approximately 140 adolescents who are representative of the region. The Academy's nine classrooms and office building are centrally located in Ukiah on property leased from the Redwood Empire Fairgrounds, property of the 12th Agricultural District of the State of California and shared with its sister school, Accelerated Achievement Academy. The school is governed by Charter Academy of the Redwoods, a non-profit public benefit corporation established in 1999.

Redwood Academy has been classified by the California Charter Schools Association as a certified charter school, has been a California Distinguished School, has been named one of America's Best High Schools by both Newsweek and U.S. News and World Report, and is WASC accredited. Its founders, Rod and Kim Logan, have both retired, and the school now has a full-time principal, Elna Gordon, who was the first teacher hired when the school opened. The school has a positive relationship with the staff of Ukiah Unified School District and has renewed its charter through July 2019.

Redwood Academy is located in Ukiah, the county seat of Mendocino. Located two hours north of San Francisco and three hours west of Sacramento, Ukiah is a small town of approximately 15,000. Ukiahans are proud of their "accomplishments in the areas of community livability, high quality public services and economic development." (Source: www.cityofukiah.com) Employment in Ukiah and the

surrounding area is provided largely by the retail and service industries as well as agriculture. The community is currently confronting adolescent issues related to gang membership, adolescent drug abuse, and family dysfunction. Although all of these issues impact some Redwood students, none has been identified as prevalent or challenges to safety at Redwood Academy.

LCAP Highlights

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

This year's LCAP features a new goal (Goal 2) that is aimed at instructional alignment with state standards, with a focus on the new science standards. The creation of this goal came from stakeholder feedback, feedback that is also reflected in Redwood Academy's most recent WASC self-study and visitation, which was completed in February of this year. Also in keeping with stakeholder and WASC findings, Goal 3 has been modified to reflect a broadened definition of student success that is aimed at increasing student self-confidence and, subsequently, motivation. The hope is this focus on continuing to cultivate a positive school climate will result in students feeling more prepared and supported for their future in college. Also in the process of making these changes, a goal from the 2017-18 LCAP (previously Goal 2) was considered sufficiently met, and, consequently, eliminated.

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

Redwood Academy students continue to perform well on state assessments as indicated by the CDE's release of data on both Dataquest and the Dashboard. In addition, Redwood Academy's College/Career Prepared rates are high, which is in keeping with the school's mission. The school will work to maintain that success by implementing LCAP goals and actions that will continue to cultivate our school's culture of academic success.

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

While Redwood Academy does not currently have any red or orange performance indicators or indicators that are not met, we do see the need to constantly work on boosting student morale. Recent student survey and anecdotal data still shows students feel an increasing lack of confidence regarding their own personal success and college readiness. In exploring why students' positive feelings regarding their own learning and college readiness has decreased rather than increased despite the school's best efforts, RA staff noted that students' definitions of success may be too limited, focused largely on grades or other external measures from year to year. Additionally, staff noted that many students seem to increasingly suffer from feelings of stress and isolation—feelings that may be exacerbated by the school's academically competitive culture as well as the sharp increase of social media use for teens in general. In discussing solutions to this ongoing issue, the staff proposed that the school focus more on the importance of character and thereby broaden the definition by which students' saw themselves as successful and ready for college. This need is specifically addressed by Goal 3 of the 2018-19 LCAP. Additionally, stakeholder input indicates that Redwood Academy will have to invest resources into science trainings, materials, and possibly facilities in order to successfully transition to the new science standards and, thereby, allow students to be successful on the upcoming state science assessments. This need is specifically addressed, along with the need to continue to align instruction with state standards in other subjects, by Goal 2 of the 2018-19 LCAP.

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

Performance Gaps

Currently the only state indicator that shows a discrepancy is the suspension rate. The data for all students displays as Yellow with a status of Medium and a change of Maintained. However, both the Socioeconomically Disadvantaged and the White subgroups display as Orange, one level below all students. This is due to an increase in suspensions in those two subgroups. However, because the number of Redwood Academy students suspended is very small due to the school's small size (a total of 3 students were suspended in 2016-17), the status and change of this data can swing significantly with the addition or subtraction of a single student in a single subgroup. As a result, Redwood Academy does not have any specific plan outlined in the 2018-19 LCAP to address this. Nevertheless, Redwood Academy plans to participate in a California Learning Community for School Success Consortium in partnership with MCOE where we will implement a Multi-Tiered System of Supports (MTSS) aimed at reducing suspensions and improving attendance.

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

Increased or Improved Services

For our added services directly aimed at low-income, foster youth, EL, and RFEP populations, we are primarily having our academic and student advisors provide extra advising time for these students. For example, while the academic advisor will meet with all students for the purposes of college counseling a minimum of four times over the course of their junior and senior years, pupils in the targeted populations will receive a minimum of six college and financial aid counseling sessions. Additionally, the school will continue to work on increasing availability of EL instructional and tutoring services.

Budget Summary

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

DESCRIPTION

Total General Fund Budget Expenditures for LCAP Year

AMOUNT

Total budgeted expenditures for 2018-2019 is \$1,314,409.

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

Total funds budgeted to meet the goals in the LCAP for year 2018-2019 are \$157,521

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.

The largest expenses not included in the LCAP are salaries of teachers and support staff and benefits not directly related to LCAP goals. Additionally, there were service fees and maintenance costs, leasing, telephone and utilities, classroom and office materials, and other expenses not directly related to LCAP goals but necessary to keeping the school in operation.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

Total projected LCFF Revenues for 2018-2019 are \$1,265,425.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

1. Graduate college prepared students as determined by the College/Career Dashboard Indicator

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

80% or more college/career prepared by way if Dashboard CCI (class of 2016 data)

Actual

91.3% of students college/career prepared

Actions/Services

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

Action 1

Planned Actions/Services

1. Provide teachers with Advanced Placement and state standards trainings.
 a. AP and Pre-AP Trainings
 b. Monthly Vertical Team Meetings
 c. State standards trainings

Actual Actions/Services

Provide teachers with Advanced Placement and state standards trainings.
 a. AP and Pre-AP Trainings
 b. Monthly Vertical Team Meetings
 c. State standards trainings

Budgeted Expenditures

1a. \$3600
 1b. \$6130
 1c. \$1800

Estimated Actual Expenditures

1a. \$2,149
 1b. \$6,438
 1c. \$3,728

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2. Purchase and implement pre-AP and/or state standards aligned curriculum
 a. Purchase AP and standards aligned social studies and science curriculum as needed
 b. Purchase standards aligned literary curriculum as needed
 c. Provide standards aligned curricular activities/field trips
 d. Employ a part-time literacy curriculum coordinator to aid implementing CCSS and pre-AP/AP writing intensive curriculums

2. Purchase and implement pre-AP and/or state standards aligned curriculum
 a. Purchase AP and standards aligned social studies and science curriculum as needed
 b. Purchase standards aligned literary curriculum as needed
 c. Provide standards aligned curricular activities/field trips
 d. Employ a part-time literacy curriculum coordinator to aid implementing CCSS and pre-AP/AP writing intensive curriculums

2a. \$3000
 2b. \$3000
 2c. \$3000
 2d. 7,184

2a. \$544
 2b. \$900
 2c. \$2,245
 2d. 6,769

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3. Provide increased technology access (software and hardware) for instructional use
 a. Purchase additional chromebooks and other technology for instructional use

3. Provide increased technology access (software and hardware) for instructional use
 a. Purchase additional chromebooks and other technology for instructional use

3a. \$3500

3a. \$3,629

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors

4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors

4. \$8000

4. 3,379

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

11. Provide pull-out/ after-school EL tutoring

11. Provide pull-out/ after-school EL tutoring

11. \$7124

11. \$400.00

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

12. Provide continual monitoring of EL, foster youth, and low income students and support as needed

12. Provide continual monitoring of EL, foster youth, and low income students and support as needed

12. \$21976

12. \$27,942

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

7. Subsidize AP Exam Costs for all students earning a B or higher in AP classes

7. Subsidize AP Exam Costs for all students earning a B or higher in AP classes

7. \$2600

7. \$2,000

Analysis

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

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

In achieving this goal, teachers were provided with multiple trainings pertaining to AP and CCSS curriculums, trainings that included attending the National AP Conference. The school also purchased curricular materials and technology as needed and provided increased access to college classes by way of new dual enrollment Business course offerings and the College Program. Additionally, Redwood Academy looked at ways to increase support to all students, including EL, foster youth, and low income, by way of providing tutoring as well as additional academic advising. The actions in combination helped students access and achieve the criteria necessary to qualify as college/career prepared.

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

The CCI percentage for 2017-18 came back higher than the LCAP target. Overall, the actions and services have proven effective in achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference between Budgeted and Estimated Actual Expenditures for Action 5. This difference is due to the number of EL students being low (3 students total), and thus the amount of monitoring and support time being much less than initially anticipated.

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.

No changes to the goal will be made. However, the target percentage for the CCI will increase according to the most recent data to encourage maintenance and/or further growth.

Goal 2

2. Expand Honors, Advanced Placement, and college-level coursework readiness and enrollment

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7

Local Priorities:

Annual Measurable Outcomes

Expected

51% or more of grades 9-12 enrolled in Honors, AP , and concurrent/dual enrollment classes.

Actual

58% of grades 9-12 enrolled in Honors, AP, and concurrent/dual enrollment classes.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Provide teachers with Advanced Placement and state standards trainings.
 a. AP and Pre-AP Trainings
 b. Monthly Vertical Team Meetings
 c. State standards trainings

1. Provide teachers with Advanced Placement and state standards trainings.
 a. AP and Pre-AP Trainings
 b. Monthly Vertical Team Meetings
 c. State standards trainings

1a. \$3600
 1b. \$6000
 1c. \$1800

1a. \$2,149
 1b. \$6,438
 1c. \$3,728

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2. Purchase and implement pre-AP and/or state standards aligned curriculum
 a. Purchase AP and standards aligned social studies and science curriculum as needed
 b. Purchase standards aligned literary curriculum as needed
 c. Provide standards aligned curricular activities/field trips
 d. Employ a part-time literacy curriculum coordinator to aid implementing CCSS and pre-AP/AP writing intensive curriculums

2. Purchase and implement pre-AP and/or state standards aligned curriculum
 a. Purchase AP and standards aligned social studies and science curriculum as needed
 b. Purchase standards aligned literary curriculum as needed
 c. Provide standards aligned curricular activities/field trips
 d. Employ a part-time literacy curriculum coordinator to aid implementing CCSS and pre-AP/AP writing intensive curriculums

2a. \$3000
 2b. \$3000
 2c. \$3000
 2d \$7,184

2a. \$544
 2b. \$900
 2c. \$2,245
 2c. \$6,769

Action 3

Planned Actions/Services

4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors

Actual Actions/Services

4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors

Budgeted Expenditures

4. \$8000

Estimated Actual Expenditures

4. \$3,379

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.

In achieving this goal, teachers were provided with multiple trainings pertaining to AP and CCSS curriculums, trainings that included attending the National AP Conference. The school also purchased curricular materials as needed and provided increased access to college classes by way of new dual enrollment Business course offerings and the College Program. The actions in combination helped students access and achieve the criteria necessary to qualify as college/career prepared.

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

The annual measurable outcomes for this goal were met. Overall, the actions and services proved effective in achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences for Action 2 in terms of purchasing curriculum are due to the lack of new state adopted curriculum available for science, and the lack of a need for further literary curriculum this past year. We still anticipate making some sizable science curriculum purchases once more state approved curriculum becomes available and also intend on continuing to look for updated social science curriculums as needed. Action 3 also did not cost as much as budgeted; however, the size of the school's College Program will increase next year, so we anticipate those costs will also increase.

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.

Because this goal, at its core, represents one measure by which students can achieve college/career preparedness as characterized by the CDE's Dashboard, its actions will be absorbed by Goal #1 in the 2018-19 school year. Instead, a new goal focused solely on standards based curriculum and instruction, with an emphasis on the new science standards (NGSS), will take its place.

Goal 3

3. Increase students' feelings of college readiness and personal success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

70% or more of students feel like they are being prepared or are prepared for college according to surveys
68% or more of students feel they are as successful or more successful than in years past according to surveys

Actual

92% of students feel like they are being prepared or are prepared for college according to surveys
77% or more of students feel they have experienced some personal success this year according to surveys

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors

4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors

4. \$8000

4. 3,379

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

5. Provide increased college, financial aid, and academic advising for both students and parents

5. Provide increased college, financial aid, and academic advising for both students and parents

5. \$20737

5. \$20,449

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

6. Provide college admission curriculum and annual college tours

6. Provide college admission curriculum and annual college tours

6.\$3500

6. \$4,580

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher

8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher

8.\$1,500

8.\$1,462

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

9. Provide character/ student leadership curriculum
 a. Provide time for teachers to develop curriculum
 b. Purchase materials as needed
 c. Contract with local companies to provide leadership and enrichment programs

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 a. Provide time for teachers to develop curriculum
 b. Purchase materials as needed
 c. Contract with local companies to provide leadership and enrichment programs

9a. \$2,378
 9b. \$1,700
 9c. \$12,000

9a. \$2,324
 9b. \$1,212
 9c. \$15,300

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

10. Provide targeted college advising
a. Provide extra time in the academic coordinator's schedule for targeted advising
b. Provide time in student advisor's schedule to monitor and support

10. Provide targeted college advising
a. Provide extra time in the academic coordinator's schedule for targeted advising
b. Provide time in student advisor's schedule to monitor and support

10. \$30,710

10. \$33,653

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual 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.

Redwood Academy continued to employ a part-time academic advisor as well as a full time student advisor to provide additional college advising as its most significant action towards this goal. Secondly, the school implemented a number of week-long enrichment programs for the third year, known as the "Bound programs" that are aimed at increasing students' feeling of success and self-confidence. Additionally, the school provided college admission curriculum to all students, which included taking students on college campus tours, and continued its College Program whereby students in grades 11 and 12 had the opportunity to take more college-level coursework.

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

This year's surveys show that there has been some improvement regarding students' feelings of success and college preparedness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no significant differences with the exception of Action 1, which can be explained by the smaller size of the College Program this year as a result of having a very small senior class. We do anticipate the College Program and its costs will increase next year.

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.

There are no plans to significantly change this goal or its actions. However, the metrics in the upcoming LCAP years will be adjusted to reflect the most current survey data.

Goal 4

4. Graduate students who enroll in a 2 or 4 year college

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

84% of seniors enrolled in a 2 or 4 year university

Actual

85% of seniors enrolled in a 2 or 4 year university

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

5. Provide increased college, financial aid, and academic advising for both students and parents

5. Provide increased college, financial aid, and academic advising for both students and parents

5. \$20,737

5. \$20,449.00

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

6. Provide college admission curriculum and annual college tours

6. Provide college admission curriculum and annual college tours

6. \$3,500

6. \$4,580

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher

8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher

8. \$1500

8. \$1,462

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

9. Provide character/ student leadership curriculum
 a. Provide time for teachers to develop curriculum
 b. Purchase materials as needed
 c. Contract with local companies to provide leadership and enrichment programs

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 a. Provide time for teachers to develop curriculum
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 9c. \$12,000

9a. \$2,324
 9b. \$1,212
 9c. \$15,300

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

10. Provide targeted college advising
 a. Provide extra time in the academic coordinator’s schedule for targeted advising
 b. Provide time in student advisor’s schedule to monitor and support

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 a. Provide extra time in the academic coordinator’s schedule for targeted advising
 b. Provide time in student advisor’s schedule to monitor and support

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10. \$33,653

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual 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.

Redwood Academy continued to employ a part-time academic advisor and a full-time student advisor to provide additional college advising as its most significant action towards this goal. Secondly, the school implemented a number of week-long enrichment programs for the third year, known as the "Bound programs" that are aimed at increasing students' feeling of success and self-confidence. Additionally, the school provided college admission curriculum to all students, which included taking students on college campus tours, and continued its targeted college and academic advising for low-income, EL, and foster youth students.

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

Overall, the actions have been fairly effective in achieving the goal. However, while the numbers of graduates attending college upon graduation are high, we will continue to work on and, subsequently, grow this goal as it is the school's mission.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no significant differences.

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.

There are no plans to significantly change this goal or its actions. However, the metrics in the upcoming LCAP years will be adjusted to reflect the most current graduate data.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

LCAP Development meetings with school staff on 3/7/18 and 4/4/18
LCAP Discussion Item at School Site Council Meeting on 3/7/18
LCAP Parent Advisory Meeting on 4/4/18
LCAP Discussion Item at Board Meeting on 5/1/18
LCAP Board Approval on 6/12/18

Impact on LCAP and Annual Update

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

--Stakeholders expressed a need for continued work on providing more effective college advising.
--Stakeholders want to continue to increase access to technology and digital curriculum that supports student learning, though see the need to buy new hardware tapering off in coming years.
--Stakeholders want students to continue to adopt CCSS aligned instructional materials, especially as curriculum adoptions based on the new state science standards become available.
--Stakeholders still think it is important to continue to deliberately work to increase students' feelings of personal success in order to foster a healthy school climate where all students pursue post-secondary education
--Stakeholders consider Goal 2 in the 17-18 LCAP sufficiently met and want to replace it with a goal that highlights the need to continue to implement curriculum and instructional strategies that are aligned with the evolving state standards and assessment system.

- Stakeholders saw the need to modify Goal 3 to reflect the most recent WASC self-study findings and subsequent action plan.
- Stakeholders saw a need to revise some of the existing metrics to reflect the most recent school goals and data.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

1. Graduate college prepared students as determined by the College/Career Dashboard Indicator

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: NA

Identified Need:

To maintain high levels of college preparedness by way of the state-adopted accountability system

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of students College/Career prepared as determined by the Dashboard's CCI indicator.	91.3% of students college/career prepared (class of 2016 data)	N/A	90% of students college/career prepared (class of 2017 data)	N/A

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

Location(s)

Specific Schools, Redwood Academy

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

- 1. Provide teachers with Advanced Placement and state standards trainings.
 - a. AP and Pre-AP Trainings
 - b. Monthly Vertical Team Meetings
 - c. State standards trainings

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

- 1a. \$3600
- 1b. \$6,631
- 1c. \$2,400

N/A

Year	2017-18	2018-19	2019-20
Source	N/A	Title II, Title IV, SRSA, Gen Fund	N/A
Budget Reference	N/A	1100 & 3000 series	N/A

Action #2

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

Students to be Served

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

- 2. Purchase and implement state standards aligned curriculum
 - a. Purchase AP and standards aligned social studies and science curriculum and equipment as needed
 - b. Purchase AP and standards aligned literacy and math curriculum as needed
 - c. Provide standards aligned curricular activities/field trips
 - d. Employ a part-time literacy curriculum coordinator

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	2a. \$5,000 2b. \$3,000 2c. \$3,000 2d. \$6,972	N/A
Source	N/A	Gen fund, lottery, college readiness	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	1100 and 3000 series; 4100 series, 5800 series	N/A

Action #3

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

Students to be Served	Location(s)
All Students	Specific Schools, Redwood Academy

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

3. Provide increased technology access (software and hardware) for instructional use
 a. Purchase additional chromebooks and other technology for instructional use

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	3a. \$3,800	N/A
Source	N/A	General Fund	N/A
Budget Reference	N/A	4000 series	N/A

Action #4

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

Students to be Served

Location(s)

All Students

Specific Grade spans, 11-12

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	4. \$6,500	N/A
Source	N/A	General Fund	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	1000 & 3000 series, 4000 & 5800 series for books and registration	N/A

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	Limited to Unduplicated Student Groups	Specific Schools, Redwood Academy

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	11. Provide pull-out/after-school EL tutoring	N/A
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	11. \$2,500	N/A
Source	N/A	Title I, Gen fund	N/A
Budget Reference	N/A	2100 & 3000 series	N/A

Action #6

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	Specific Schools, Redwood Academy

Actions/Services

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

2017-18 Actions/Services

N/A

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

Modified

2018-19 Actions/Services

12. Provide continual monitoring of EL, foster youth, and low income students and support as needed

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

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	12. \$28,780	N/A
Source	N/A	Title I, General Fund	N/A
Budget Reference	N/A	2200 & 3000 series	N/A

Action #7

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

Students to be Served

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

7. Subsidize AP Exam Costs for all students earning a B or higher in AP classes

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	7. \$2,600	N/A
Source	N/A	College Readiness Grant	N/A
Budget Reference	N/A	5800 series	N/A

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

New

Goal 2

2. Successfully align all instruction and assessment with state standards, with an emphasis on transitioning to the newly adopted New Generation Science Standards (NGSS).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: NA

Identified Need:

To ensure students' ability to meet or exceed all content standards as they exist and evolve at the state level.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Percentage of students meeting or exceeding standards as determined by state testing	89% met or exceeded standard in ELA (CAASPP 2017) 76% met or exceeded standard in math (CAASPP 2017)	N/A	89% met or exceeded standard in ELA (CAASPP 2018) 76% met or exceeded standard in math (CAASPP 2018) 50% met or exceeded standard on CAST (2018)	N/A
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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:

Students to be Served

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

Modified

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

1. Provide teachers with Advanced Placement and state standards trainings.
 - a. AP and Pre-AP Trainings
 - b. Monthly Vertical Team Meetings
 - c. State standards trainings

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	1a. \$3600 1b. \$6,631 1c. \$2,400	N/A
Source	N/A	Title II, Title IV, SRSA, Gen Fund	N/A
Budget Reference	N/A	1100 & 3000 series	N/A

Action #2

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

Students to be Served

All Students

Location(s)

Specific Schools, Redwood Academy

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

2. Purchase and implement state standards aligned curriculum
 a. Purchase AP and standards aligned social studies and science curriculum and equipment as needed

2019-20 Actions/Services

N/A

- b. Purchase AP and standards aligned literacy and math curriculum as needed
- c. Provide standards aligned curricular activities/field trips
- d. Employ a part-time literacy curriculum coordinator to aid implementing CCSS and pre-AP/AP writing intensive curriculums

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	2a. \$3,000 2b. \$3,000 2c. \$3,000 2d. \$6,972	N/A
Source	N/A	Gen fund, lottery	N/A
Budget Reference	N/A	1100 and 3000 series; 4100 series	N/A

Action #3

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

Students to be Served

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

3. Provide increased technology access (software and hardware) for instructional use
 a. Purchase additional chromebooks and other technology for instructional use

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	N/A	3a. \$3,800	N/A
Source	N/A	General Fund	N/A
Budget Reference	N/A	4000 series	N/A

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

Modified

Goal 3

3. Create a school climate where students recognize integrity, compassion, and effort as important measures of personal success and college readiness, and, thus, increasingly feel successful and college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: NA

Identified Need:

To continue to cultivate a positive school culture where students feel accomplished and ready to face the future

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Student Surveys	<p>92% of students feel like their classes are preparing them for college (2018 data)</p> <p>78% of students feel their effort is supported and valued by the school (2018 data)</p> <p>82% of students feel kindness and honesty are encouraged at school (2018 data)</p> <p>77% of students feel they have experienced personal success this year (2018 data)</p>	N/A	<p>90% or more of students feel like their classes are preparing them for college</p> <p>80% or more of students feel their effort is supported and valued by the school</p> <p>85% or more of students feel kindness and honesty are encouraged at school</p> <p>80% or more of students feel like they have experienced personal success this year</p>	N/A
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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:

Students to be Served

All Students

Location(s)

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

4. \$6,500

N/A

Year	2017-18	2018-19	2019-20
Source	N/A	General Fund	N/A
Budget Reference	N/A	1000 & 3000 series, 4000 & 5800 series for books and registration.	N/A

Action #2

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

Students to be Served

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

5. Provide increased college, financial aid, and academic advising for both students and parents

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	5.\$21,062	N/A
Source	N/A	General Fund	N/A
Budget Reference	N/A	2200 & 3000 series	N/A

Action #3

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

Students to be Served

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

6. Provide college admission curriculum and annual college tours

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

6. \$5,500

N/A

Source

N/A

College Readiness Grant, General Fund

N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	5800 series	N/A

Action #4

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

Students to be Served

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	8. \$1,800	N/A
Source	N/A	College Readiness Grant, lottery, General Fund	N/A
Budget Reference	N/A	4000 and 5800 series	N/A

Action #5

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

Students to be Served

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

9. Provide character/ student leadership curriculum
 a. Provide time for teachers to develop curriculum
 b. Purchase materials as needed
 c. Contract with local companies to provide leadership and enrichment programs

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	9a. \$2,394 9b. \$1,300 9c. \$18,000	N/A

Year	2017-18	2018-19	2019-20
Source	N/A	General Fund, lottery	N/A
Budget Reference	N/A	1100, 3000, 4200, and 5800 series	N/A

Action #6

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

Students to be Served

N/A

Location(s)

N/A

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:

Limited to Unduplicated Student Groups

Location(s)

Specific Schools, Redwood Academy

Actions/Services

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

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

Modified

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

10. Provide targeted college advising
 a. Provide extra time in the academic coordinator's schedule for targeted advising
 b. Provide time in student advisor's schedule to monitor and support

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	10. \$34,663	N/A
Source	N/A	Title I, General Fund	N/A
Budget Reference	N/A	2200 & 3000 series	N/A

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

Unchanged

Goal 4

4. Graduate students who enroll in a 2 or 4 year college

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7, 8

Local Priorities: NA

Identified Need:

To meet our school's mission, which is to prepare students to attend college after graduation

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Collected Exit Data

85% of seniors enrolled in a 2 or 4 year university (2018 data)

N/A

85% of seniors enrolled in a 2 or 4 year university

N/A

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

Location(s)

All Students

Specific Schools, Redwood Academy

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

5. Provide increased college, financial aid,

N/A

and academic advising for both students and parents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	5. \$21,062	N/A
Source	N/A	General Fund, college readiness	N/A
Budget Reference	N/A	2200 & 3000 series	N/A

Action #2

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

Students to be Served

Location(s)

All Students

Specific Schools, Redwood

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

6. Provide college admission curriculum and annual college tours

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	6. \$5,500	N/A
Source	N/A	College Readiness Grant, General Fund	N/A
Budget Reference	N/A	5800 series	N/A

Action #3

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

Students to be Served

All Students, Students with Disabilities

Location(s)

Specific Schools, Redwood Academy

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	N/A	8. \$1,800	N/A
Source	N/A	College Readiness Grant, General Fund	N/A
Budget Reference	N/A	5800 series	N/A

Action #4

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

Students to be Served

All Students

Location(s)

Specific Schools, Redwood Academy

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

- 9. Provide character/ student leadership curriculum
 - a. Provide time for teachers to develop curriculum
 - b. Purchase materials as needed
 - c. Contract with local companies to provide leadership and enrichment programs

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	9a. \$2,394 9b. \$1,300 9c. \$18,000	N/A
Source	N/A	General Fund	N/A
Budget Reference	N/A	1100, 3000, 4200, and 5800 series	N/A

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

Specific Schools, Redwood Academy

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

10. Provide targeted college advising
 a. Provide extra time in the academic coordinator’s schedule for targeted advising
 b. Provide time in student advisor’s schedule to monitor and support

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	10. \$34,663	N/A
Source	N/A	Title I, General Fund	N/A
Budget Reference	N/A	2200 & 3000 series	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$83,224

Percentage to Increase or Improve Services

7.46%

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.

7.46% is the percentage required to improve LCFF services for targeted students in 2017-18. For our added services directly aimed at low-income, foster youth, EL, and RFEP populations, we are expending \$ 61,995. The majority of this amount is used in having our academic and student advisors provide extra advising time for these students. For example, while the academic advisor will meet with all students for the purposes of college counseling a minimum of four times over the course of their junior and senior years, pupils in the targeted populations will receive a minimum of six college and financial aid counseling sessions. Additionally, the school will continue to provide increased availability of EL instructional and tutoring services. For the remainder of the targeted money, since English Learners and Foster Youth pupil count do not constitute a numerically significant subgroup pursuant to Ed Code Section 52052, we are electing to provide all pupils with the same opportunities.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$104,884

Percentage to Increase or Improve Services

9.03%

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.

9.03% is the percentage required to improve LCFF services for targeted students in 2018-19. For our added services directly aimed at low-income, foster youth, EL, and RFEP populations, we are expending \$ 65,942. The majority of this amount is used in having our academic and student advisors provide extra advising time for these students. For example, while the academic advisor will meet with all students for the purposes of college counseling a minimum of four times over the course of their junior and senior years, pupils in the targeted populations will receive a minimum of six college and financial aid counseling sessions. Additionally, the school will continue to provide increased availability of EL instructional and tutoring services. For the remainder of the targeted money, since English Learners and Foster Youth pupil count do not constitute a numerically significant subgroup pursuant to Ed Code Section 52052, we are electing to provide all pupils with the same opportunities.