



Charter Academy of the Redwoods

Notice of a Special Meeting

<https://us04web.zoom.us/j/73679293095?pwd=ZUd6ZFlnVTI0eW1YcjFwKzNHdFZ2QT09>

Meeting ID: 736 7929 3095

Passcode: 4pM1ch

(707) 467-0500

June 29, 2021 * 6:00 p.m. * Open Session



Welcome! The agenda is provided for this regular meeting of the Board of Directors of *Charter Academy of the Redwoods*, a non-profit public benefit corporation. All business of the Board is limited to these items and is conducted to fulfill the mission of preparing students for a successful future in safe, challenging, well-managed charter schools. If you wish to speak or present written comments, please notify the chairperson. A copy of any items that are identified as "back-up" is available upon request.

I. Welcome and Opening

- a. Call to Order/Roll Call
- b. Adoption of Agenda

II. Discussion Item—Review the Local Indicator results as used in the development of the LCAP.

III. Consent Items—The following items are submitted to the Board of Directors to be acted on at one time without discussion. Each item is considered routine and non-controversial. Any Director may request any item be pulled for discussion or separate vote.

- a. **Approval of Minutes**—The Directors are requested to approve the minutes of the regular meeting of June 8, 2021. (back-up)

IV. Regular Meeting—Action Items

- a. **Approval of revisions to the 21-22 Salary Schedule**—The Directors are requested to approve the revisions to the salary schedule for the 21-22 school year. (back-up)
- b. **Approval of the Local Control Accountability Plans in conjunction with the report on Local Indicator results**— The Directors are requested to approve the Local Control and Accountability Plans for *Accelerated Achievement Academy and Redwood Academy of Ukiah*. (back-up)
- c. **Approval of the Consolidated Applications**—The Directors are requested to approve the Consolidated Applications for Charter Academy of the Redwoods including *Accelerated Achievement Academy and Redwood Academy of Ukiah*. (back up)

V. Sunshined Items

- a. **Consideration of Proposed Board Policies**—The Directors are requested to preview revisions to BP 401.6, detailing CAR's leave policy. (back up)

VI. Public Comment for Items Not on the Agenda—The Board reserves 10 minutes for members of the public to address the Board on items not on the agenda and within its jurisdiction. The Board is prohibited by law from taking action on matters not on the agenda, but may ask questions to clarify the speaker's comment, briefly answer questions, and refer the speaker to follow up with a specific staff member.

VII. Next Regular Meeting—Tuesday, September 14, 2021 @ 6:00 p.m.

VIII. Adjournment

Charter Academy of the Redwoods

Minutes of the Regular Meeting of Tuesday, June 8, 2021

1059 N. State Street, Ukiah

Zoom Meeting

Join Zoom Meeting

<https://us04web.zoom.us/j/73679293095?pwd=ZUd6ZF1mVTI0eW1YcjFwKzNHdFZ2QT09>

Meeting ID: 736 7929 3095

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Redwood Academy open for public comment

I. Welcome and Opening

The meeting was called to order at 6:08 p.m. by Chairperson Joseph. Board members in attendance:

Shawna Aguilar	Yes	Richard Muenzer	Yes
Anne Ford	Yes	Kip Webb	Yes
Jay Joseph	No		

Elna Gordon, Selah Sawyer, and Jim Switzer were present.

On a first by S. Aguilar and a second by A. Ford, the Board voted (4-0) to adopt the agenda with a correction to II b to state March 9, 2021, a correction to IV e to state approve rather than preview, and a removal of the Special meeting scheduled for June 29, 2021.

President's Report ~ The school year has ended with both drive through promotions and scaled-down, masked versions of graduation ceremonies. Both schools were very pleased with how well the graduation ceremonies turned out. The staff is very thankful to Barra of Mendocino for the use of their facilities. Teaching staff for both schools wrapped everything up last Thursday before they departed for summer. Most administrative staff will continue working through this week and next week, and summer school for both schools began yesterday, and will run through June 25th. Redwood Academy has 22 high school students on campus for half days, and we have only 6 middle school students on campus this summer. Surprisingly, most of them did what they needed to do in their classes this year. Another vaccine clinic on the Redwood campus will be held tomorrow so students and their families can get their second Pfizer doses. Next year all of Redwood Academy's teachers will be returning, however the school will be hiring another instructional aid to help with some tutoring and Guided Study duties. The school is currently in the enrollment process for next year, though it is more difficult to actively market to students since many of the community events are still not operating. The staff has been orienting interested parents and students on campus on a one on one basis. Redwood still needs enrollment, especially in the 7th grade and 9th grade. All other grades have healthy enrollment. The staff will continue to market the schools in all ways that are available—online and in print ads, as well as any community events over the summer. Next year the plan is to run a regular school year. However, it is possible that masking will still be required. The staff are waiting for guidance/mandates from the state and local public health authorities to finalize the schedule. The schools have revised their dress codes.

Secretary's Report ~ AAA ended the year with a very successful graduation, drive through promotion and material return. AAA has approximately 25 high school students, 17 middle school students and 18 elementary students on campus for summer school. AAA's CTE teacher resigned his position so the school is looking for a new CTE teacher. In the event one is not hired, the school's Student Services Coordinator who holds a CTE credential will add a period to her schedule. The school is also hiring a bilingual office clerk and will be sharing the instructional assistant with Redwood that is hired. AAA enrollment for next year is very low. The school has openings in all grades, especially in 4th-6th grades. The school is using all platforms including social media, print and radio to advertise as well as planning to attend multiple community events over summer.

Treasurer's Report ~ Current Budget Report and Cash in the County Treasury Report of 6/2/21 shows current cash of \$2,655,131—about \$279,671 higher than last year at this time. The May apportionment has not been posted. At the end of April, the cash was at \$2,911,003. The cashflow is about \$396,359 more than projected in the Second Interim Report which was \$2,514,644. According to the budget report, the expenses are at appropriate levels for this time of year. The revised budgets for this year reflect the expenses and revenue for the year as well as projected spending based on historical trends for the remainder of the year.

Preparing students for a successful future in safe, challenging, well-managed charter schools.

The 5800 series containing the SPED encroachment still has approximately half of its expenses to be paid. The 5500 and 5400 series expenses usually come in after the fiscal year has closed, but will be posted to the 2020-2021 budget. One main difference this year, is an increase of about \$250 per ADA to the SPED encroachment resulting in an estimated increase of \$30,000 each year for each school. The amount could still change once UUSD finalizes its books. Next year's budget is based on next year's proposed teaching schedules and expenses, and the state's May budget proposal. There may be revision to next year's budget once the state budget is finalized. Additional federal funding is also expected that may be deferred to future years.

Safety and Facilities Report ~The school's will not be required to move out of the fairground's buildings this year. The goal this summer is to move furniture back into classes in preparation for next year.

II. Consent Items

- a. On a motion by K. Webb and a second by S. Aguilar, the board voted (4-0) to approve the minutes of the regular meeting of May 4, 2021.
- b. On a motion by K. Webb and a second by S. Aguilar, the board voted (4-0) to approve the minutes of the regular meeting of March 3, 2021.

III. **Boarding Training-** Elna Gordon and Jim Switzer providing training regarding funding sources. Training time 00:28 total year to date is 01:35.

IV. Regular Meeting—Action Items

- a. **Approval of the Revised 2020-21 Budgets** On a first by S. Aguilar and a second by A. Ford, the board voted (4-0) to approve the revised 2020-2021 budget for *Accelerated Achievement Academy* and *Redwood Academy*.
- b. **Approval of the Report of the 2020-21 Estimated Actuals and 2021-22 Budgets** On a first by K. Webb and a second by S. Aguilar, the board voted (4-0) to approve the report of the 2019-2020 estimated actuals and 2020-2021 budgets.
- c. **Approval of Education Protection Account Expenditures 2020-21 and 2021-22** On a first by S. Aguilar and a second by A. Ford, the board voted (4-0) to approve the EPA expenditures for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*.
- d. **Approval of the Local Control Accountability Plans and LCAP/LCP Annual Updates** On a first by K. Webb and a second by A. Ford, the board voted (4-0) to approve the Local Control and Accountability Plans and the Annual Updates for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*.
- e. **Approval of Proposed Board Policies** On a first by K. Webb and a second by S. Aguilar, the board voted (4-0) to approve revisions to BP 104, detailing CAR's conflict of interest policy.

V. Discussion Item

- a. The Board provided input for the Safe Return to In-Person Instruction and Continuity of Services and Expenditure Plans for ESSER funding.

VI. **Public Comment For Items Not on the Agenda**~ No member of the public requested to speak.

VII. **Next Regular Meeting**— The next regular meeting of the Board of Directors is scheduled for Tuesday, September 14, 2021 at 6:00 p.m. on the campus of *Redwood Academy of Ukiah*.

VIII. Adjournment

As acclaimed by the chair, the meeting was adjourned at 7:11 p.m.

Respectfully submitted,

Selah Sawyer
Secretary

For the Record:

Before 6:00 p.m. on Thursday, June 3, 2021, this meeting agenda was:

Hand-delivered with back-up to all five board members and both corporate officers and management staff;

Posted in the offices of *Redwood Academy* and *Accelerated Achievement Academy*, and classrooms of Flower Building and Home Arts Building,

Posted on the www.caredwoods.org governance channel; and

E-mailed to Scott Paulin

Salary Schedules
2021-2022 eff. July 2021

Governance	<i>Annual</i>	<i>Daily</i>	<i>Calendar</i>	<i>Stipend</i>
G001 Member, Board of Directors	n/a	n/a	n/a	\$50/meeting
G002 President	n/a	n/a	n/a	\$2400
G003 Secretary	n/a	n/a	n/a	\$1800
G002 Treasurer	n/a	n/a	n/a	\$1800
Management	<i>Annual</i>	<i>Daily</i>	<i>Hourly</i>	<i>Calendar</i>
M001 Co-Ex Dir	\$87,918	\$ 410.83	\$ 51.35	214
M002 Principal	\$75,441	\$ 359.24	\$ 44.91	210
M002 Coordinator III: Chief Fiscal Officer	\$80,097	\$ 343.76	\$ 42.97	233
M003 Coordinator III: Student/Pers Srvcs (a)	\$64,867	\$ 341.40	\$ 42.67	190
M004 Coordinator III: Student/Pers Srvcs (b)	\$69,987	\$ 341.40	\$ 42.67	205
Coordinators				
M005 Coordinator II: Technology	\$ 63,509	\$ 288.68	\$ 36.08	220
M006 Coordinator II: Business/Facilities	\$ 63,574	\$ 272.86	\$ 34.10	233
M007 Coordinator I: Operations (a)	\$ 49,720	\$ 213.40	\$ 26.67	233
M008 Coordinator I: Operations (b)	\$ 45,667	\$ 213.40	\$ 26.67	214
M009 Coordinator I: Technology Support	\$ 45,667	\$ 213.40	\$ 26.67	214

Certificated 190 Days Note: all columns subject to percentage increases on total amount

STEP	DEGREE	ANNUAL	DAILY	HOURLY
Step 1 (1-3 years) CEInt Intern	BA	\$45,754	\$240.81	\$30.10
Step 1 (1-3 years) CEInt Intern	MASTERS	\$46,372	\$244.06	\$30.51
Step 1 (1-3 years) CEInt Intern	DOCTORATE	\$47,300	\$248.95	\$31.12
Teacher Step 1 (1-3 years)	BA	\$53,117	\$279.56	\$34.95
Teacher Step 1 (1-3 years)	MASTERS	\$53,734	\$282.81	\$35.35
Teacher Step 1 (1-3 years)	DOCTORATE	\$54,661	\$287.69	\$35.96
Step 2 (4-6 years)	BA	\$56,196	\$295.77	\$36.97
Step 2 (4-6 years)	MASTERS	\$56,814	\$299.02	\$37.38
Step 2 (4-6 years)	DOCTORATE	\$57,739	\$303.89	\$37.99
Step 3 (7-9 years)	BA	\$58,948	\$310.25	\$38.78
Step 3 (7-9 years)	MASTERS	\$59,564	\$313.49	\$39.19
Step 3 (7-9 years)	DOCTORATE	\$60,490	\$318.37	\$39.80
Step 4 (10-12 years)	BA	\$64,867	\$341.41	\$42.68
Step 4 (10-12 years)	MASTERS	\$65,481	\$344.64	\$43.08
Step 4 (10-12 years)	DOCTORATE	\$66,408	\$349.52	\$43.69
Step 5 (13-15 years)	BA	\$72,354	\$380.81	\$47.60
Step 5 (13-15 years)	MASTERS	\$72,971	\$384.06	\$48.01
Step 5 (13-15 years)	DOCTORATE	\$73,897	\$388.93	\$48.62
Step 6 (16-18 years)	BA	\$75,237	\$395.99	\$49.50
Step 6 (16-18 years)	MASTERS	\$75,856	\$399.24	\$49.91
Step 6 (16-18 years)	DOCTORATE	\$76,783	\$404.12	\$50.52
Step 7 (19 yrs and beyond) add (1% x number of years beyond 18) plus additional for Masters and Doctorate				

To qualify for Step 2 and beyond all professional clear credential/ induction/ federal (HQT) requirements must be met for assignment. Charter Academy accepts up to six years previous teaching experience for new hires when determining placement on the salary schedule; One Year = completed over 75% of school year in a comparable, paid teaching assignment (K-12).

Contracted/Extra Services

Hourly as needed

- CO001 Credentialed Teacher for non-core classes, Independent Study, ELD \$ 30.14
- CO002 Credentialed Teacher for non-core class, extra help in person tutorial class during COVID \$60.28
- * ISP not to exceed 1.25 hours per student per week unless approved by the principal

Small Group Student Support/Tutoring Hourly wage of staff member doing the extra support services/tutoring for students during distance learning

Substitute Teacher Daily Rate \$165 for the first three days in assignment; \$180/day thereafter. Half day is \$82.50. Less than 50% of assignment--\$27.31 hourly

Classified	Hourly	Calendar
CL102 Instructor	\$ 27.31	190
CL103 Senior Instructional Assistant	\$ 22.98	190
CL104 Instructional Assistant	\$ 18.44	190
CL105 Classroom Helper	\$min wage	as assigned
CL201 Site Office Manager	\$ 22.98	214
CL202 Office Clerk III	\$ 20.77	214
CL203 Office Clerk II	\$ 18.44	190
CL204 Office Clerk I	\$ 15.00	190
CL301 Campus Aide IV	\$ 20.77	208
CL301 Campus Aide III	\$ 18.44	208
CL302 Campus Aide II a/b	\$ 16.16	a=208 / b=190
CL303 Campus Aide I a/b	\$ 15.00	a=208 / b=190
CL304 Student Aide	\$min wage	as assigned

Note: any classified staff doing extra help in person tutorial class will receive double normal pay for that class period only.

Substitute Classified Regular rate for CAR employees for the first five days in assignment; 100% if higher rate thereafter; substitutes earn daily rate 80% of position hourly rate/not less than minimum wage.

Supplemental Assignments and Achievements

- Category 1: After-School Elective \$500 per semester
- Category 2: Academic/Competitive After-School Electives \$850 per semester
- Category 3: Shared Academic/Competitive After-School Electives \$600 per semester
- Category 4: Additional Honors Elective w/ no after-school meetings \$600 yearly
- Category 5: Summer Session Regular rate
- Category 6: Additional assignment (all categories) Regular rate at discretion of co-executive director
- Category 7: Additional credential authorization \$500 per authorization one-time when awarded
- Category 8: Bonus for hard-to-fill staff position \$2,000 one-time max at discretion of co-executive director
- Category 9: Teacher Induction Support Provider Stipend per MOU

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Accelerated Achievement Academy	Selah Sawyer Principal	ssawyer@aaacademy.org 707-463-7080

Plan Summary [2021-22]

General Information

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

Ukiah is a rural community with a student population of approximately 7,000 students. Accelerated Achievement Academy's (AAA) student population reflects the district population for the most part with nearly 50% Hispanic and 82% socioeconomically disadvantaged. AAA's serves primarily students who have struggled academically and need extra support to be successful. The school is focused on career planning with a specific emphasis on certificate and training programs.

Reflections: Successes

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

The school has made great growth in ELA exceeding state average in the last administration of the CAASPP. It has also improved its College Career indicator tremendously over the last 4 years. The schools English Language Proficiency indicator is also significantly higher than the state.

Reflections: Identified Need

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

The school has struggled to improve its performance on the math indicator both as a whole and within its subgroups. Additionally, while it has shown improvement, the absenteeism and suspension indicators have not improved enough.

LCAP Highlights

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

The LCAP focuses on closing the achievement gap and rebuilding a positive school culture after the long-term school closure. The plan emphasizes both academic and social emotional support programs with increases to programs like after school tutorial and enrichment, a new paraprofessional to provide tutoring, partnering with SPACE to provide extracurricular art options, and partnering with a local agency to provide counseling services on campus. The goal is to rebuild students' connection with school to improve both their academic performance and their social emotional health.

Comprehensive Support and Improvement

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

Schools Identified

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

Accelerated Achievement Academy is a single school LEA.

Support for Identified Schools

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

Accelerated Achievement Academy is a single school LEA. The school has developed a comprehensive support and improvement

Monitoring and Evaluating Effectiveness

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

Accelerated Achievement Academy is a single school LEA and will monitor and evaluate the plan.

Stakeholder Engagement

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

The stakeholders were provided several opportunities to provide feedback.

Parent Advisory Meeting 4/14/2020

Parent Survey 4/2021

Student Survey 4/2021

Staff Meeting 4/9/2021

CAR Board Meeting 5/4/2021

The feedback from stakeholders greatly influenced the focus of the LCAP, specifically with regards to learning loss, school connection and social emotional health of students following the pandemic.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback across the board focused primarily on student learning loss, student social emotional health, and rebuilding school culture so students feel connected and want to attend school.

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

The stakeholders provided feedback that resulted in an expansion of the 4-6 after school program, the school partnering with SPACE, and the schooling partnering with local agencies to provide counseling services. The feedback also resulted in a new focus on building school culture with a career focused theme throughout the school program as well as renewed focus on building in non-academic activities into the school program to build engagement and a desire to attend school.

Goals and Actions

Goal

Goal #	Description
1	Improve the school's average score in ELA and math as measured on CAASPP to be above the state average score.

An explanation of why the LEA has developed this goal.

The LEA/school must exceed the state average to ensure it qualifies for charter renewal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Average Score on CAASPP as reported on the California Dashboard	ELA +1.8 points above standard Math -75.3 points below standard				ELA +3.5 points above standard Math -33 points below standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1	Ongoing purchase and implementation of standards aligned curriculum, materials, equipment and activities.	\$8,200.00	Yes
2	Action 2	Provide technology access (hardware and software) and support for school operation and instructional use.	\$33,161.00	Yes
3	Action 3	Provide professional development during PLC meetings, trainings, and collaborations to support curriculum alignment, improve instruction, and create a positive school climate	\$47,893.00	No

Action #	Title	Description	Total Funds	Contributing
4	Action 4	Continue to improve school activities that support a positive school climate	\$44,186.00	Yes
5	Action 5	Provide after school help hour conducted by the teacher, after school tutorial, and after school enrichment.	\$25,849.00	Yes
6	Action 6	Provide course recovery program	\$11,715.00	Yes
7	Action 7	Continue Student Service Coordinator to plan academic and career field trips and speakers; provide grade monitoring and lunch tutorial; provide support for financial aid and scholarship applications; provide support for post-secondary applications.	\$21,600.00	Yes
8	Action 9	Provide free breakfast and lunch to all students.	\$16,520.00	No
9	Action 11	Provide summer school.	\$9,210.00	Yes
10	Action 12	Provide attendance monitoring and supports	\$17,040.00	Yes
11	Action 13	Administer benchmark assessments including CAASPP Interims and Summatives, STAR Reading and STAR math, and the ASVAB.	\$1,375.00	No
12	Action 14	Targeted counseling regarding grades and post-secondary options for low income pupils, ELL, foster and RFEF students.	\$21,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Action 15	ELPAC testing and ELD instruction through small group pull-out.	\$16,845.00	Yes
14	Action 16	ELD support in English class.	\$124,175.00	Yes
15	Action 17	Provide tutor to support EL, foster, and socioeconomically disadvantaged students.	\$11,211.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Increase the number of students with a post-secondary career plan.

An explanation of why the LEA has developed this goal.
 Our school mission is to prepare students for a successful future. One aspect of a successful future is to have a career plan upon completing high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The percentage of seniors who have a post-secondary plan as measured on the end of year student surveys	85%				90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 2	Provide technology access (hardware and software) and support for school operation and instructional use	\$33,161.00	Yes
2	Action 3	Provide professional development during PLC meetings, trainings, and collaborations to support curriculum alignment, improve instruction, and create a positive school climate	\$47,893.00	No
3	Action 4	Continue to improve school activities that support a positive school climate	\$44,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Action 6	Provide course recovery program	\$11,715.00	Yes
5	Action 7	Continue Student Service Coordinator to plan academic and career field trips and speakers; provide grade monitoring and lunch tutorial; provide support for financial aid and scholarship applications; provide support for post-secondary applications.	\$21,600.00	Yes
6	Action 8	Develop a career focused educational program by continuing to offer a CTE pathway, dual enrollment courses on campus, career exploration classes, and college courses at Mendocino College.	\$79,692.00	Yes
7	Action 12	Provide attendance monitoring and supports	\$17,040.00	Yes
8	Action 14	Targeted counseling regarding grades and post-secondary options for low income pupils, ELL, foster and RFEF students.	\$21,600.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increase the rate of unconditional promotions to the next grade

An explanation of why the LEA has developed this goal.

Many students who attend Accelerated have struggled academically in school. The school's mission is for every student to have a successful future. Academic success is vital to achieving a diploma and a successful future. The more students receiving an unconditional promotion to the next grade is one measure of academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Unconditional promotion rate	71% (2019)				74%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1	Ongoing purchase and implementation of standards aligned curriculum, materials, equipment and activities.	\$8,200.00	Yes
2	Action 2	Provide technology access (hardware and software) and support for school operation and instructional use	\$33,161.00	Yes
3	Action 3	Provide professional development during PLC meetings, trainings, and collaborations to support curriculum alignment, improve instruction, and create a positive school climate	\$47,893.00	No

Action #	Title	Description	Total Funds	Contributing
4	Action 4	Continue to improve school activities that support a positive school climate	\$44,186.00	No
5	Action 5	Provide after school help hour conducted by the teacher, after school tutorial, and after school enrichment.	\$25,849.00	Yes
6	Action 6	Provide course recovery program	\$11,715.00	Yes
7	Action 7	Continue Student Service Coordinator to plan academic and career field trips and speakers; provide grade monitoring and lunch tutorial; provide support for financial aid and scholarship applications; provide support for post-secondary applications.	\$21,600.00	Yes
8	Action 8	Develop a career focused educational program by continuing to offer a CTE pathway, dual enrollment courses on campus, career exploration classes, and college courses at Mendocino College.	\$79,692.00	Yes
9	Action 9	Provide free breakfast and lunch to all students.	\$16,520.00	No
10	Action 12	Provide attendance monitoring and supports	\$17,040.00	Yes
11	Action 13	13. Administer benchmark assessments including CAASPP Interims and Summatives, STAR Reading and STAR math, and the ASVAB.	\$1,375.00	No
12	Action 14	Targeted counseling regarding grades and post-secondary options for low income pupils, ELL, foster and RFEF students.	\$21,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Action 15	15. ELPAC testing and ELD instruction through small group pull-out.	\$16,845.00	Yes
14	Action 16	ELD support in English class.	\$124,175.00	Yes
15	Action 17	Provide tutor to support EL, foster, and socioeconomically disadvantaged students.	\$11,211.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Foster a positive school climate

An explanation of why the LEA has developed this goal.

Fostering a positive school climate is critical to student success. Students must feel safe, valued and proud for learning to occur.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student survey results-successful	88.5%				92%
Student survey results-happy	86.7%				90%
Student survey results-safe	95.1%				98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1	Ongoing purchase and implementation of standards aligned curriculum, materials, equipment and activities.	\$8,200.00	Yes
2	Action 2	Provide technology access (hardware and software) and support for school operation and instructional use	\$33,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Action 3	Provide professional development during PLC meetings, trainings, and collaborations to support curriculum alignment, improve instruction, and create a positive school climate	\$47,893.00	No
4	Action 4	Continue to improve school activities that support a positive school climate	\$44,186.00	Yes
5	Action 5	Provide after school help hour conducted by the teacher, after school tutorial, and after school enrichment.	\$25,849.00	Yes
6	Action 7	Continue Student Service Coordinator to plan academic and career field trips and speakers; provide grade monitoring and lunch tutorial; provide support for financial aid and scholarship applications; provide support for post-secondary applications.	\$21,600.00	Yes
7	Action 8	Develop a career focused educational program by continuing to offer a CTE pathway, dual enrollment courses on campus, career exploration classes, and college courses at Mendocino College.	\$79,692.00	Yes
8	Action 9	Provide free breakfast and lunch to all students.	\$16,520.00	No
9	Action 10	Provide safety provisions and equipment needed for on-campus learning.	\$9,676.00	Yes
10	Action 12	12. Provide attendance monitoring and supports	\$17,040.00	Yes
11	Action 14	Targeted counseling regarding grades and post-secondary options for low income pupils, ELL, foster and RFEFP students.	\$21,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Action 17	Provide tutor to support EL, foster, and socioeconomically disadvantaged students.	\$11,211.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.63%	\$360,406

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

Required Descriptions

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

Action 1 pertains to providing standards aligned curriculum and activities including field trips. Because foster, EL and SED students may not have the social or financial capital needed to access extracurricular activities like museums, science halls, historical sites, etc., that expand learning and foster positivity, these populations were the primary consideration. By increasing student exposure to areas outside their daily lives, this action helps students meet goal 2 and 4.

Action 2 pertains to providing technology access. Foster, EL and SED students often have limited resources that inhibit their access to technology prohibiting them from participating in online work and resources necessary for school. This action is a direct result of that lack of access and helps students meet goals 1, 2, 3 and 4.

Action 3 pertains to professional development. Because foster, EL and SED students may need additional instructional and social emotional support, they were considered first when establishing this goal. Teachers and staff need the additional training to meet the needs of these special populations. The additional training allows teachers to better support students in meeting goals 1, 2 and 3 which will result in a more positive school climate, goal 4.

Action 4 pertains to creating a positive school climate through ongoing school activities. Foster, EL and SED students may have academic or social emotional struggles that have resulted in lower self-worth or belief in their ability to succeed. As a result, they often need more encouragement and support to reach their goals. By focusing on creating a climate that encourages, supports and celebrates success, we are directly meeting the needs of those students. As a result of more confidence and positivity students will be better able to meet goals 1, 2, 3 and 4.

Action 5 pertains to providing additional academic support and extracurricular activity after school. Because foster, EL or SED may not have the financial or social capital to access academic support or extracurricular activities outside of the school setting, they were considered the most in need of these activities. As a result of this action, students will be better able to meet goals 1, 2, and 4.

Action 6 pertains to providing course recovery. Foster, EL and SED students may have academic struggles that have resulted in credit deficiencies. Because of this, it is important to provide an avenue for these populations to makeup those credits and graduate on time. It allows students to improve their skills, access college classes and graduate on time meeting goals 1, 2, and 3.

Action 7 pertains to the Student Services Coordinator (SSC) position. The SSC provides support for career awareness, financial aid and scholarship applications and post-secondary application support as well as additional tutorial time for students to make up work. Foster, EL and SED student may not have the financial or social capital to needed to plan for and execute their post-secondary goals. Additionally, they are more likely to fall behind or struggle in class. Because of this, these populations were considered first when making this a priority for the school. With this support these populations will be better equipped to pass class and participate in post-secondary success, and fostering a sense of positivity. Therefore, this action aids students in meeting goals 1, 2, 3 and 4.

Action 8 pertains to creating a career focused educational program through career exploration courses, CTE courses, and dual/concurrent enrollment in college classes. This goal allows foster, EL and SED students who may lack the financial or social capital to explore various career opportunities or pay for college classes/supplies the opportunity to do so. Due to the need in these populations for greater exposure and access to post-secondary options, they were considered first in developing this action. This goal allows students to meet goal 3 focused on creating a post-secondary plan.

Action 9 provides for free breakfast and lunch to all students. Foster, EL and SED students are the students most likely in need of nutritional meals. It is critical that students' basic needs are met so they may effectively learn and succeed. By meeting students' basic need of food allows students to feel better while at school helping students achieve goal 4.

Action 11 pertains to summer school. Because foster, EL and SED have an increased rate of academic struggle, these populations were considered first when choosing to provide summer school. Summer school provides students the opportunity to improve fundamental skills necessary for academic success whereby helping students meet goal 1, 3 and 4.

Action 12 pertains to monitoring student attendance. Local data indicates that SED and foster youth have higher rates of chronic absenteeism resulting in less academic success. Therefore, this added monitoring and support is intended to help them first will result in greater academic success, higher graduation rates, more likely post-secondary success and a more positive feeling about school achieving goals 1, 2, 3 and 4.

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

29.63 is the percentage to increase or improve services for 2021-2021. For our added services directly aimed at low income, foster youth, EL, and RFEPP populations, we are budgeting to expend \$424,140. The majority of this amount is used in having our Student Services Coordinator (SSC) provide extra academic counseling time to these students. For example, while the Student Services Coordinator will meet with all students regarding academic progress a minimum of four times per year, pupils in the targeted populations will receive a minimum of eight counseling sessions. Additionally, the school provided ELD instruction to our EL students and tutoring services to all target populations. English teachers will provide additional support to EL students in English class. Additionally, given the unduplicated pupils account for approximately 80% of our population, the school wide activities are primarily aimed at improving services for the unduplicated pupils. Our total combined expenditures using LCAP funds for all students including targeted populations is \$361,127. The school will use the increase infunding in a variety of ways that will benefit all students, including the targeted populations. One of the most important ways, is the school will provide free breakfast and lunch to all students. Some of the other ways the funds will be expended is for support programs including after school program, after school tutoring, lunch tutorials, expanded extra curricular activities, and mental health counseling services. Through the various discussions with stakeholders, school climate was seen as a major contributor to student success. In an effort to improve the overall school climate, and therefore individual student success, the school will spend funds to organize and provide school activities and field trips, promote career education, provide college, career, and financial aid counseling for both students and parents as well as assistance completing applications for these programs. To further support career development, the school will be providing a CTE pathway and dual enrollment class on campus. Additionally, it will be covering the costs associated with taking courses at Mendocino College. Accelerated Achievement Academy's mission is to prepare students for a successful future, and as such, all of the school's goals and subsequent added services/actions are aimed at improving students' success in school thereby increasing their success in the future.

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Action 11		\$9,210.00			\$9,210.00
1	10	English Learners Foster Youth Low Income	Action 12	\$10,569.00		\$6,471.00		\$17,040.00
1	11	All	Action 13	\$1,375.00				\$1,375.00
1	12	English Learners Foster Youth Low Income	Action 14	\$21,600.00				\$21,600.00
1	13	English Learners	Action 15	\$16,845.00				\$16,845.00
1	14	English Learners	Action 16	\$124,175.00				\$124,175.00
1	15	English Learners Foster Youth Low Income	Action 17		\$11,211.00			\$11,211.00
2	1	English Learners Foster Youth Low Income	Action 2	\$31,161.00	\$2,000.00			\$33,161.00
2	2	All	Action 3	\$40,284.00			\$7,609.00	\$47,893.00
2	3	English Learners Foster Youth Low Income	Action 4	\$25,861.00	\$18,325.00			\$44,186.00
2	4	English Learners Foster Youth Low Income	Action 6				\$11,715.00	\$11,715.00
2	5	English Learners Foster Youth Low Income	Action 7	\$10,800.00			\$10,800.00	\$21,600.00
2	6	English Learners Foster Youth Low Income	Action 8	\$79,692.00				\$79,692.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners	Action 12	\$10,569.00		\$6,471.00		\$17,040.00
		Foster Youth						
		Low Income						
2	8	English Learners	Action 14	\$21,600.00				\$21,600.00
		Foster Youth						
		Low Income						
3	1	English Learners	Action 1	\$2,000.00	\$6,200.00			\$8,200.00
		Foster Youth						
		Low Income						
3	2	English Learners	Action 2	\$31,161.00	\$2,000.00			\$33,161.00
		Foster Youth						
		Low Income						
3	3	All	Action 3	\$40,284.00			\$7,609.00	\$47,893.00
		All	Action 4	\$25,861.00	\$18,325.00			\$44,186.00
		English Learners	Action 5	\$2,710.00			\$23,139.00	\$25,849.00
3	5	Foster Youth						
		Low Income						
		English Learners	Action 6				\$11,715.00	\$11,715.00
3	6	Foster Youth						
		Low Income						
		English Learners	Action 7	\$10,800.00			\$10,800.00	\$21,600.00
3	7	Foster Youth						
		Low Income						
		English Learners	Action 8	\$79,692.00				\$79,692.00
3	8	Foster Youth						
		All	Action 9	\$16,520.00				\$16,520.00
		English Learners	Action 12	\$10,569.00		\$6,471.00		\$17,040.00
3	9	Foster Youth						
		Low Income						
		All	Action 13	\$1,375.00				\$1,375.00
3	10	English Learners	Action 14	\$21,600.00				\$21,600.00
		Foster Youth						
		Low Income						
3	11	All	Action 13	\$1,375.00				\$1,375.00
		English Learners	Action 14	\$21,600.00				\$21,600.00
		Foster Youth						
3	12	English Learners	Action 14	\$21,600.00				\$21,600.00
		Foster Youth						
		Low Income						

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	13	English Learners	Action 15	\$16,845.00				\$16,845.00
3	14	English Learners	Action 16	\$124,175.00				\$124,175.00
3	15	English Learners Foster Youth Low Income	Action 17		\$11,211.00			\$11,211.00
4	1	English Learners Foster Youth Low Income	Action 1	\$2,000.00	\$6,200.00			\$8,200.00
4	2	English Learners Foster Youth Low Income	Action 2	\$31,161.00	\$2,000.00			\$33,161.00
4	3	All	Action 3	\$40,284.00			\$7,609.00	\$47,893.00
4	4	English Learners Foster Youth Low Income	Action 4	\$25,861.00	\$18,325.00			\$44,186.00
4	5	English Learners Foster Youth Low Income	Action 5	\$2,710.00			\$23,139.00	\$25,849.00
4	6	English Learners Foster Youth Low Income	Action 7	\$10,800.00			\$10,800.00	\$21,600.00
4	7	English Learners Foster Youth Low Income	Action 8	\$79,692.00				\$79,692.00
4	8	All	Action 9	\$16,520.00				\$16,520.00
4	9	English Learners	Action 10	\$9,676.00				\$9,676.00
4	10	English Learners Foster Youth Low Income	Action 12	\$10,569.00		\$6,471.00		\$17,040.00
4	11	English Learners Foster Youth Low Income	Action 14	\$21,600.00				\$21,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	12	English Learners Foster Youth Low Income	Action 17		\$11,211.00			\$11,211.00

Contributing Expenditures Tables

Totals by Type	Total LGFF Funds	Total Funds
Total:	\$382,382.00	\$440,983.00
LEA-wide Total:	\$382,382.00	\$440,983.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LGFF Funds	Total Funds
1	1	Action 1	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$8,200.00
1	2	Action 2	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,161.00	\$33,161.00
1	4	Action 4	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,861.00	\$44,186.00
1	5	Action 5	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,710.00	\$25,849.00
1	6	Action 6	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$11,715.00
1	7	Action 7	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,800.00	\$21,600.00
1	9	Action 11	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$9,210.00
1	10	Action 12	LEA-wide	English Learners	All Schools	\$10,569.00	\$17,040.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LGFF Funds	Total Funds
1	12	Action 14	LEA-wide	Foster Youth Low Income	All Schools		\$21,600.00
				English Learners Foster Youth			
				Low Income			
1	13	Action 15	LEA-wide	English Learners	All Schools		\$16,845.00
1	14	Action 16	LEA-wide	English Learners	All Schools	\$124,175.00	\$124,175.00
1	15	Action 17	LEA-wide	English Learners Foster Youth	All Schools		\$11,211.00
				Low Income			
2	1	Action 2	LEA-wide	English Learners Foster Youth	All Schools	\$31,161.00	\$33,161.00
				Low Income			
2	3	Action 4	LEA-wide	English Learners Foster Youth	All Schools	\$25,861.00	\$44,186.00
				Low Income			
2	4	Action 6	LEA-wide	English Learners Foster Youth	All Schools		\$11,715.00
				Low Income			
2	5	Action 7	LEA-wide	English Learners Foster Youth	All Schools	\$10,800.00	\$21,600.00
				Low Income			
2	6	Action 8	LEA-wide	English Learners Foster Youth	All Schools	\$79,692.00	\$79,692.00
				Low Income			
2	7	Action 12	LEA-wide	English Learners Foster Youth	All Schools	\$10,569.00	\$17,040.00
				Low Income			
2	8	Action 14	LEA-wide	English Learners Foster Youth	All Schools		\$21,600.00
				Low Income			
3	1	Action 1	LEA-wide	English Learners Foster Youth	All Schools	\$2,000.00	\$8,200.00
				Low Income			

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Action 2	LEA-wide	Low Income	All Schools	\$31,161.00	\$33,161.00
				English Learners Foster Youth			
				Low Income			
3	5	Action 5	LEA-wide	English Learners Foster Youth	All Schools	\$2,710.00	\$25,849.00
				Low Income			
				English Learners Foster Youth			
3	6	Action 6	LEA-wide	English Learners Foster Youth	All Schools	\$11,715.00	
				Low Income			
				English Learners Foster Youth			
3	7	Action 7	LEA-wide	English Learners Foster Youth	All Schools	\$10,800.00	\$21,600.00
				Low Income			
				English Learners Foster Youth			
3	8	Action 8	LEA-wide	English Learners Foster Youth	All Schools	\$79,692.00	\$79,692.00
				Low Income			
				English Learners Foster Youth			
3	10	Action 12	LEA-wide	English Learners Foster Youth	All Schools	\$10,569.00	\$17,040.00
				Low Income			
				English Learners Foster Youth			
3	12	Action 14	LEA-wide	English Learners Foster Youth	All Schools		\$21,600.00
				Low Income			
				English Learners Foster Youth			
3	13	Action 15	LEA-wide	English Learners	All Schools		\$16,845.00
				English Learners			
				English Learners			
3	14	Action 16	LEA-wide	English Learners	All Schools	\$124,175.00	\$124,175.00
				English Learners			
				English Learners			
3	15	Action 17	LEA-wide	English Learners Foster Youth	All Schools		\$11,211.00
				Low Income			
				English Learners Foster Youth			
4	1	Action 1	LEA-wide	English Learners Foster Youth	All Schools	\$2,000.00	\$8,200.00
				Low Income			
				English Learners Foster Youth			
4	2	Action 2	LEA-wide	English Learners Foster Youth	All Schools	\$31,161.00	\$33,161.00
				Low Income			
				English Learners Foster Youth			
4	4	Action 4	LEA-wide	English Learners	All Schools	\$25,861.00	\$44,186.00
				Low Income			
				English Learners			

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LGFF Funds	Total Funds
4	5	Action 5	LEA-wide	Foster Youth	All Schools	\$2,710.00	\$25,849.00
				Low Income			
4	6	Action 7	LEA-wide	English Learners	All Schools	\$10,800.00	\$21,600.00
				Foster Youth			
4	7	Action 8	LEA-wide	Low Income	All Schools	\$79,692.00	\$79,692.00
				English Learners			
4	9	Action 10	LEA-wide	Foster Youth	All Schools	\$9,676.00	\$9,676.00
				Low Income			
4	10	Action 12	LEA-wide	English Learners	All Schools	\$10,569.00	\$17,040.00
				Foster Youth			
4	11	Action 14	LEA-wide	Low Income	All Schools	\$21,600.00	\$21,600.00
				English Learners			
4	12	Action 17	LEA-wide	Foster Youth	All Schools	\$11,211.00	\$11,211.00
				Low Income			



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood Academy of Ukiah	ELNA GORDON Principal	EGORDON@REDWOODACADEMY.ORG 707-467-0500

Plan Summary [2021-22]

General Information

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

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 nonprofit public benefit corporation established in 1999. Redwood Academy has been classified by the California Charter Schools Association as a certified charter school, has been and presently is 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 2024. 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.

Reflections: Successes

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

Redwood Academy students continue to generally perform well on state and local assessments. 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 current culture of academic and personal success.

Reflections: Identified Need

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

While we currently have no state indicators that are orange or red or not met, we also do not have a lot of current data as a result of the Covid-19 pandemic and the suspension of the Dashboard's academic indicators for the 19-20 and 20-21 school years. The most recent survey and anecdotal data still shows that students struggle with confidence regarding their own personal success and college readiness, and, unfortunately, stakeholders such as the school staff and parents believe the pandemic has exacerbated students' feelings of stress,

anxiety, and depression. As a result, RA staff continue to note that students' definitions of success may be too limited, focused largely on grades or other external measures from year to year, and they believe that it is especially important that the 2021-24 LCAP places a focus on rebuilding students' sense of confidence and connection. This need is specifically addressed by Goal 3 of the LCAP whereby Redwood Academy seeks to establish a positive school climate, one in which students engage with learning and with each other to become confident, healthy, and helpful individuals. Additionally, stakeholder input continues to indicate that Redwood Academy needs to continue to invest resources into science trainings and possibly, at some point, facilities in order to successfully transition to the new science standards and, thereby, allow students to be successful on the 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 LCAP. Another need that has been exacerbated by the Covid-19 pandemic is that of building more support to help students' succeed academically. While Redwood Academy students are typically driven to succeed academically, a growing number of students began to struggle to pass their classes during the 20-21 school year. As a result, actions addressing the need for expanded credit recovery options as well as enhanced student supports have been added to help Redwood Academy achieve Goals 1 and 4--goals that are in keeping with our school's mission by aiming specifically to graduate students who are prepared for and enroll in colleges of their choice.

LCAP Highlights

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

The LCAP focuses on four primary goals: Goal 1--Graduate college prepared students as determined by the Dashboard's CCI. Goal 2--Align all instruction and assessment with state standards with an emphasis on successfully transitioning to NGSS. Goal 3--Create a positive school climate where integrity, compassion, and effort are important measures of personal success. Goal 4--Graduate students who enroll in a 2 or 4 year college. These goals are supported by a myriad of actions, all of which are intended to aid in successfully achieving the desired metrics.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

LCAP Development meetings with school staff on 3/5/21 and 4/9/21

LCAP Discussion Item at School Site Council Meeting on 2/3/21

LCAP Parent Advisory Meeting on 4/14/21

LCAP Discussion Item at Board Meeting on 5/4/21

LCAP Board Approval on 6/8/21

At all stakeholder meetings, proposed LCAP goals and actions along with relevant data were reviewed and stakeholders were given the opportunity to propose revisions and/or additions.

A summary of the feedback provided by specific stakeholder groups.

School Staff: Redwood Academy staff continues to see the school's mission "to prepare students for college and independent living" as the driving force for all LCAP goals and actions. As such, the staff feedback focused on ensuring the goals and actions would continue to help students realize that mission. In particular, feedback includes the suggestion for more training in the area of academic counseling, which includes information pertaining to college admissions and financial aid. This was viewed as especially important in the wake of the pandemic, as the need to rebuild student interest in going to college became apparent after seeing the number of students enrolling in college drop sharply in 2020. Additionally, the staff expressed the importance of rebuilding a positive school climate in order to successfully reengage students in school after almost a full year on distance learning. As a result of the isolating and more sedentary nature of distance learning, the staff emphasized the importance of increasing students physical and outside activity once back at school as a means to improving student physical and mental well being. Finally, the staff recognizes the learning loss that has occurred as a result of Covid-19 and the inability to safely teach students in person for such a prolonged time period. As a result, the staff expressed the desire to see academic supports and credit recovery options for struggling students in the school's LCAP.

School Site Council: The Redwood Academy SSC provided feedback regarding the need to ensure that we remove as many barriers to academic success as possible for our at-risk populations of students, emphasizing the need to cover the cost of expensive testing such as the SAT and AP Exams, the need to provide test prep curriculum for these students, as well as the importance of continuing to provide free meals at school to ensure all students have their basic nutritional needs met. Similar to the staff, the SSC also emphasized a need to focus on establishing a positive school climate in order to successfully reengage all students in school after enduring the trauma of a pandemic.

Parent Advisory: Parent feedback came primarily from parent surveys. Parents expressed concerns that mirrored the staff's concerns citing the importance of rebuilding school culture as well as the importance of focusing on students mental and physical well being after a year of being relatively isolated at home. The other feedback from parents had to do with maintaining a safe environment--one where all protocol for preventing the spread of Covid-19 was faithfully being followed.

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

- Stakeholders expressed a need to work on providing effective college advising as an important part of the school's mission and LCAP goals. As such, training specifically regarding academic advising was added to Redwood Academy's actions.
- Stakeholders continue believe it is important to continue to deliberately work to increase students' feelings of personal success in order to foster a positive school climate where all students pursue post-secondary education, as seen in goals 3 and 4. As a result of a perceived increase in student stress, anxiety, and depression, providing social emotional curriculum and support was added to Redwood Academy's actions to support these goals. Additionally, the stakeholders felt that incorporating more opportunities for physical activity was important in mitigating students' increased feelings of stress and depression.
- Stakeholders also recognize that some students face increased barriers to their academic success, especially in the wake of the pandemic, so actions to mitigate those barriers were added to the LCAP such as providing summer school as well as year-round credit recovery options, providing free access to important college entrance tests as well as preparation for those tests, and providing a free nutritional program.
- Stakeholders expressed that the future would still hold some uncertainty with regard to the spread of the Covid-19 virus, and, as such, it would be important to continue to institute safety measures in order to conduct on campus learning. As a result, an action pertaining to those on-campus safety measures was added.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Because Redwood Academy's mission is to "prepare students for college and independent living," the stakeholders felt it was appropriate to adopt a goal that specifically reflects that mission. Currently, the state of California measures college preparedness by way of the College Career Indicator (CCI) on the California School Dashboard, so, in an effort to align with state measures as well, Redwood Academy chose to adopt the CCI as its metric for determining whether or not it was graduating students who were ready for college.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
The percentage of students College/Career prepared as determined by the Dashboard's CCI indicator.	91.3% of students college/career prepared (class of 2019 data)				95% of students college/career prepared.

Actions

Action #	Title	Description	Total Funds	Contributing
1	RA LCAP Action 1	Provide teachers and administration with Advanced Placement, state standards, state accountability, and academic counseling trainings (AP and Pre-AP Trainings, monthly PLC meetings, state standards/accountability trainings, academic counseling trainings).	\$8,500.00	No
2	RA LCAP Action 2	Implement state standards aligned curriculum. (Purchase AP and standards aligned literacy, social studies, math, science/STEM	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum and equipment/facilities as needed, provide standards aligned curricular activities/field trips)		
3	RA LCAP Action 3	Provide increased technology access (software and hardware) for instructional use by both students and staff.	\$32,000.00	No
4	RA LCAP Action 4	Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors	\$22,000.00	Yes
5	RA LCAP Action 10	Provide pull-out/after school tutoring for EL, foster, and low-income students.	\$23,500.00	Yes
6	RA LCAP Action 11	Provide increased monitoring of EL, foster, and low-income students and target for extra support as needed.	\$25,000.00	Yes
7	RA LCAP Action 7	Subsidize AP Exam Costs for all students earning a B+ or higher in AP classes and all foster and/or low-income students in AP classes.	\$2,000.00	Yes
8	RA LCAP Action 5	Provide college, financial aid, and academic advising for both students and parents.	\$30,000.00	No
9	RA LCAP Action 14	Provide summer school.	\$17,500.00	No
10	RA LCAP Action 16	Administer the ELPAC to all EL students.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	RA LCAP Action 17	Administer the CAASPP interim and summative assessments.	\$4,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

For charter schools, the state standards and accompanying state academic measures are especially high stakes. Many stakeholders are aware that Redwood Academy's ability to continue serving students is, in many ways, contingent upon the ability to successfully align instruction and assessment with the state standards. In addition, and most importantly, the stakeholders strongly believe that Redwood Academy students benefit from consistent instructional and assessment practices, which alignment with the state standards helps to produce.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percentage of students meeting or exceeding standards as determined by state testing.	90.5 points above standard on CAASPP in ELA (2019) 50.3 points above standard on CAASPP in math (2019) 71.7% standard met or higher on CAST (2019)				+91 points above standard on CAASPP in ELA +55 points above standard on CAASPP in math + 72% standard met or higher on CAST

Actions

Action #	Title	Description	Total Funds	Contributing
1	RA LCAP Action 1	Provide teachers and administration with Advanced Placement, state standards, state accountability, and academic counseling trainings (\$8,500.00	No

Action #	Title	Description	Total Funds	Contributing
		AP and Pre-AP Trainings, monthly PLC meetings, state standards/ accountability trainings, academic counseling trainings).		
2	RA LCAP Action 2	Implement state standards aligned curriculum. (Purchase AP and standards aligned literacy, social studies, math, science/STEM curriculum and equipment/facilities as needed, provide standards aligned curricular activities/field trips)	\$6,000.00	No
3	RA LCAP Action 3	Provide increased technology access (software and hardware) for instructional use a. Purchase additional chromebooks and other technology for instructional use.	\$32,000.00	No
4	RA LCAP Action 16	Administer the ELPAC to all EL students.	\$2,000.00	Yes
5	RA LCAP Action 17	Administer the CAASPP interim and summative assessments.	\$4,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Create a positive 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.

An explanation of why the LEA has developed this goal.

After a full year on distance learning, this goal is especially important to our stakeholders. One of Redwood Academy's greatest strengths prior to the pandemic was its close knit school community. After a year of being unable to engage in many school community events, it is especially important that in the coming years, there is a focus on rebuilding the positive school climate enjoyed in years past and actively work towards having Redwood Academy students feel healthy, successful, and prepared for their futures in ways other than academic performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student Surveys	87% or more of students feel like their classes are preparing them for college (2020 data) 87% or more of students feel their effort is supported and valued by the school (2020 data) 83% or more of students feel kindness and honesty are encouraged at school (2020 data) 92% or more of students feel like they				90% or more of students feel like their classes are preparing them for college 90% or more of students feel their effort is supported and valued by the school 85% or more of students feel kindness and honesty are encouraged at school 90% or more of students feel like they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	have experienced personal success this year (2020 data) 2.6% (2020 data)				have experienced personal success this year 2.5% or less

Actions

Action #	Title	Description	Total Funds	Contributing
1	RA LCAP Action 4	Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors.	\$22,000.00	Yes
2	RA LCAP Action 5	Provide college, financial aid, and academic advising/monitoring.	\$30,000.00	No
3	RA LCAP Action 6	Provide college admission curriculum and annual college tours.	\$11,000.00	No
4	RA LCAP Action 8	Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 and/or higher and/or juniors who are classified as foster and/or low-income.	\$2,000.00	Yes
5	RA LCAP Action 9	Provide curriculum and support for students' development of positive character traits, leadership abilities, and physical as well as social emotional health. (Provide time for teachers to develop curriculum and supports. Purchase materials and equipment as needed. Contract with local companies to provide leadership/enrichment programs. Provide access to counseling services. Provide school activities and celebrations to foster feelings of student accomplishment and pride.)	\$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	RA LCAP Action 11	Provide increased academic monitoring of EL, foster youth, and low income students and provide academic supports as needed.	\$25,000.00	Yes
7	RA LCAP Action 12	Provide a free breakfast and lunch program.	\$30,000.00	Yes
8	RA LCAP Action 13	Provide attendance monitoring and supports.	\$14,250.00	Yes
9	RA LCAP Action 15	Provide Covid-19 safety provisions and equipment needed for on-campus learning.	\$13,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal is aimed at the heart of the Redwood Academy's mission. Redwood Academy's mission is to "prepare students for college and independent living." As such, the stakeholders see it as imperative that the school is allocating its resources in a way that ensures students have the ability and support needed to enroll in a college of their choosing upon or prior to graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Collected Exit Data	63% of seniors enrolled in a 2 or 4 year college (2020 data)				90% of seniors enroll in a 2 or 4 year college

Actions

Action #	Title	Description	Total Funds	Contributing
1	RA LCAP Action 5	Provide college, financial aid, and academic advising/monitoring.	\$30,000.00	No
2	RA LCAP Action 6	Provide college admission curriculum and annual college tours.	\$11,000.00	No
3	RA LCAP Action 8	Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher and/or juniors who are classified as foster and/or low-income.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	RA LCAP Action 9	Provide curriculum and support for students' development of positive character traits, leadership abilities, and physical as well as social emotional health. (Provide time for teachers to develop curriculum and supports. Purchase materials and equipment as needed. Contract with local companies to provide leadership/enrichment programs. Provide access to counseling services. Provide school activities and celebrations to foster feelings of student accomplishment and pride.)	\$38,500.00	Yes
5	RA LCAP Action 11	Provide increased academic monitoring of EL, foster, and low income students and support as needed.	\$25,000.00	Yes
6	RA LCAP Action 14	Provide summer school.	\$17,500.00	No
7	RA LCAP Action 10	10. Provide pull-out/ after-school tutoring for EL, foster, and low-income students.	\$23,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.56%	\$140,779

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

Required Descriptions

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

--Action 4 pertains to the expansion of curricular offerings by enrolling students concurrently at Mendocino College, which can save both money and time for foster, EL, and SED students when they enter their post-secondary education as well as increase their post-secondary opportunities. Because both the foster and SED populations may not have the social or financial capital needed to successfully enroll in and pay for college classes/supplies, these populations were considered first in the decision to implement this program. This action not only provides monetary support for these students to take concurrent college classes as juniors and seniors but also provides academic advising and support to help ensure students' success in those classes.

--Action 7 pertains to subsidizing fees for students taking Advanced Placement Exams. While this action can apply to all students earning a B+ or higher in the respective AP classes, it also applies to all foster and SED students regardless of their grades. These exams are costly for students even with the applicable fee reduction. In order to make these exams accessible to all students who wish to take them, this action was developed. Because AP exams can result in students' accruing college credit and, subsequently, saving a significant amount of money upon entering college after graduation as well as help with the college admissions process, this action provides an important opportunity and specifically aids in low income and foster youth having increased chances of meeting the state CCI indicator in goal 1 and of successfully being admitted to a college of their choice, which is important to achieving goal 4.

--Action 8 pertains to subsidizing fees for students taking SAT as well as providing SAT prep. While this action can apply to all students earning a 3.0 or higher gpa, it also applies to all foster and SED students regardless of their gpa. These college entrance tests and preparatory courses are costly for students. In order to make these tests accessible to all students who wish to take them, this action was developed. Like action 7, this action specifically helps foster and SED students achieve goal 4--providing them the resources necessary to apply to the colleges of their choice.

--Action 9 focuses on establishing a positive school climate and improving students' feelings of well-being, which is something that can very much impact foster, EL, and SED students academic and social emotional outcomes. Week-long experiences like Outward Bound are expensive that would not likely otherwise be experienced for these students. This action also incorporates access to community resources, such as performing arts programs that, for SED students, may otherwise be inaccessible. Finally, internal school data shows that foster and SED students are more frequently referred to mental health services and crisis intervention, and this action specifically sets aside funds to contract with a local mental health services organization to provide mental health services on campus. This action is important helping both foster and SED students achieve the feelings of well-being and success cited in goal 3, and, in doing so, also helps them achieve goal 4.

--Action 12 is about providing free breakfast and lunch to all students. This action takes into account the needs of low income students first in that they are the most likely population to be in need of available nutritional meals. Making sure students' basic needs are met helps to ensure that they are capable of feeling healthy and happy as well as capable of learning. In this way, this action helps these students to achieve goal 3 whereby they experience positive feelings about themselves and their success in school.

--Action 13 pertains to monitoring students' attendance patterns and providing support to students experiencing attendance problems. Local district data shows that low income and foster youth have a much higher likelihood of chronic absenteeism. As such, this added monitoring and support is intended to help them first. Low attendance rates have been correlated with lower high school graduation and college attendance rates. As such, mitigating student attendance problems helps these students achieve goals 1, 3, and 4.

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

10.56 % is the percentage required to improve LCFF services for targeted students in 2021-22. For our added services directly aimed at low-income, foster youth, EL populations, we are expending \$ 159,250. The majority of this amount is used in having our Student Services Coordinator (SSC) provide extra advising time and academic monitoring 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. In addition, the SSC provides additional academic monitoring for EL, foster, and low income students whereby they are monitored bi-weekly instead of twice quarterly. If academic issues present themselves as part of the bi-weekly monitoring, the SSC is able to enact academic supports for those students sooner. The school will also continue to provide increased availability of instructional and tutoring services. These actions help to ensure that EL, foster, and SED students have the academic support necessary to achieve Redwood Academy's mission, which is to "prepare for college." For the remainder of the targeted money, we are electing to provide several contributing actions on a school-wide basis as described above.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$156,000.00	\$82,500.00	\$4,250,000.00	\$32,000.00	\$274,750.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$180,050.00	\$94,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	RA LCAP Action 1	\$2,000.00			\$6,500.00	\$8,500.00
1	2	All	RA LCAP Action 2	\$2,500.00	\$3,500.00			\$6,000.00
1	3	All	RA LCAP Action 3	\$26,500.00	\$5,500.00			\$32,000.00
1	4	Foster Youth Low Income	RA LCAP Action 4	\$22,000.00				\$22,000.00
1	5	English Learners Foster Youth Low Income	RA LCAP Action 10		\$10,000.00		\$13,500.00	\$23,500.00
1	6	English Learners Foster Youth Low Income	RA LCAP Action 11	\$25,000.00				\$25,000.00
1	7	Foster Youth Low Income	RA LCAP Action 7	\$2,000.00				\$2,000.00
1	8	All	RA LCAP Action 5	\$30,000.00				\$30,000.00
1	9	All	RA LCAP Action 14		\$17,500.00			\$17,500.00
1	10	English Learners	RA LCAP Action 16				\$2,000.00	\$2,000.00
1	11	All	RA LCAP Action 17				\$4,000.00	\$4,000.00
2	1	All	RA LCAP Action 1	\$2,000.00			\$6,500.00	\$8,500.00
2	2	All	RA LCAP Action 2	\$2,500.00	\$3,500.00			\$6,000.00
2	3	All	RA LCAP Action 3	\$26,500.00	\$5,500.00			\$32,000.00
2	4	English Learners	RA LCAP Action 16				\$2,000.00	\$2,000.00
2	5	All	RA LCAP Action 17	\$4,000.00				\$4,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	Foster Youth Low Income	RA LCAP Action 4	\$22,000.00				\$22,000.00
3	2	All	RA LCAP Action 5				\$30,000.00	\$30,000.00
3	3	All	RA LCAP Action 6	\$11,000.00				\$11,000.00
3	4	Foster Youth Low Income	RA LCAP Action 8	\$2,000.00				\$2,000.00
3	5	Foster Youth Low Income	RA LCAP Action 9	\$15,000.00	\$23,000.00			\$38,000.00
3	6	English Learners Foster Youth Low Income	RA LCAP Action 11	\$25,000.00				\$25,000.00
3	7	Foster Youth Low Income	RA LCAP Action 12	\$30,000.00				\$30,000.00
3	8	Low Income	RA LCAP Action 13		\$10,000.00	\$4,250.00		\$14,250.00
3	9	All	RA LCAP Action 15		\$13,000.00			\$13,000.00
4	1	All	RA LCAP Action 5				\$30,000.00	\$30,000.00
4	2	All	RA LCAP Action 6	\$11,000.00				\$11,000.00
4	3	Foster Youth Low Income	RA LCAP Action 8	\$2,000.00				\$2,000.00
4	4	Foster Youth Low Income	RA LCAP Action 9	\$15,500.00	\$23,000.00			\$38,500.00
4	5	English Learners Foster Youth Low Income	RA LCAP Action 11	\$25,000.00				\$25,000.00
4	6	All	RA LCAP Action 14		\$17,500.00			\$17,500.00
4	7	English Learners Foster Youth Low Income	RA LCAP Action 10		\$10,000.00		\$13,500.00	\$23,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$185,500.00	\$159,250.00
LEA-wide Total:	\$85,000.00	\$108,750.00
Limited Total:	\$25,000.00	\$50,500.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	RA LCAP Action 4	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy 11-12	\$22,000.00	\$22,000.00
1	5	RA LCAP Action 10	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$23,500.00	\$23,500.00
1	6	RA LCAP Action 11	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$25,000.00	\$25,000.00
1	7	RA LCAP Action 7	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$2,000.00	\$2,000.00
1	10	RA LCAP Action 16	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Redwood Academy	\$2,000.00	\$2,000.00
2	4	RA LCAP Action 16	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Redwood Academy	\$2,000.00	\$2,000.00
3	1	RA LCAP Action 4	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$22,000.00	\$22,000.00
3	4	RA LCAP Action 8	LEA-wide	Foster Youth	All Schools	\$2,000.00	\$2,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	RA LCAP Action 9	LEA-wide	Foster Youth Low Income	Specific Schools: Redwood Academy 10-12	\$15,000.00	\$38,000.00
3	6	RA LCAP Action 11	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$25,000.00	\$25,000.00
3	7	RA LCAP Action 12	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$30,000.00	\$30,000.00
3	8	RA LCAP Action 13	LEA-wide	Low Income	All Schools Specific Schools: Redwood Academy	\$14,250.00	\$14,250.00
4	3	RA LCAP Action 8	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$2,000.00	\$2,000.00
4	4	RA LCAP Action 9	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$15,500.00	\$38,500.00
4	5	RA LCAP Action 11	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$25,000.00	\$25,000.00
4	7	RA LCAP Action 10	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood Academy	\$23,500.00	\$23,500.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/29/2021
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	We do not have 50 English language learners.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. ACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) SEA Sec. 2104 ACS 4035	Yes
Title III English Learner SEA Sec. 3102 ACS 4203	No
Title III Immigrant SEA Sec. 3102 ACS 4201	No

*****Warning*****

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2021-22 Application for Funding

CDE Program Contact:

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Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	Yes

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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

<p>Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127</p>	<p>Yes</p>
<p>Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126</p>	<p>Yes</p>

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401.6 Leaves: While every effort must be made to attend to assigned duties, there may be times when it is necessary for an employee to take a leave of one or more days.

1. Types of paid leave include:

a. Sick Leave – to provide for absences due to: preventive care (including annual physicals or flu shots), personal illness, or injury that prevents the employee from working; illness, or injury of an immediate family member that requires the presence of the employee; or for an employee to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

1. Sick Leave is available to all employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment.

2. A full-time employee is entitled to eighty (80) hours of Sick Leave per fiscal year (July 1-June 30) or a prorated amount thereof if the full-time employee starts work after September 1 of the fiscal year.

3. A certificated or classified “exempt” part-time employee will receive Sick Leave on a pro-rata basis proportional to the percentage of the fiscal year to which the employee is scheduled, but under no circumstances will the employee receive less than twenty-four (24) hours of Sick Leave.

4. A part-time classified employee is entitled to twenty-four (24) hours of Sick Leave per fiscal year.

5. Leave less than one (1) scheduled work day will not be deducted for certificated and classified “exempt” employees. For all other employees, leave will be deducted on an hourly basis.

5. All employees may carry over the annual balance of unused Sick Leave to the following fiscal year. No employee will receive pay in lieu of Sick Leave under any circumstances, and employees will not be paid for any accrued but unused Sick Leave upon separation from employment.

7. The full allocation will be available upon the first day the employee reports to work each year. Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee’s basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance.

8. The *Charter Academy* recognizes Sick Leave accrued by other California public school agencies. It is the responsibility of the employee to provide the business office with official verification of hours earned.

b. Bereavement Leave—to attend to the death or imminent death of an individual. Leave may be deducted from Sick Leave at a maximum of 100% of the annual Sick Leave allotment. For example, full-time employees can take a maximum

of 10 days or 80 hours and part-time classified employees can take a maximum of 24 hours of bereavement leave annually.

c. ~~Personal Leave—to attend to personal business. A maximum of 30% of the annual Sick Leave allotment may be used for an absence of an urgent nature or for an activity or event that the employee cannot more conveniently schedule. A maximum of 10% of the annual Sick Leave allotment can be used for an absence of a non-urgent nature or activity or event that could be reasonably scheduled during the employee's non-duty time. of a personal nature such as attending events, engaging in recreational activities, or taking care of other personal business.~~ No amount of personal leave, whether urgent or non-urgent, can exceed 30% of the annual Sick Leave allotment. Such leave may not be accumulated.

d. ~~Jury Duty—to fulfill legal requirement to appear for jury duty. Upon receipt of a notice to appear, the employee will immediately request jury duty during non-school months. In the event this request is not granted, leave is reported as Jury Duty but is not deducted. Any check for juror fees, not including mileage, is to be signed over to the school.~~

e. ~~Professional Development Leave—to attend a conference, seminar, professional meeting, or other activity for training purposes provided that the absence can be scheduled to minimize disruption to assigned duties. Leave is reported but not deducted if approved by the site manager in advance.~~

f. ~~School Activity Leave—Full-time employees may take up to four hours per year to attend such events as a conference, hearing, or school activity on behalf of the employee's child, grandchild, or dependent enrolled in pre-K through 12th grade provided that the absence can be scheduled to minimize disruption to assigned duties. Leave is reported but not deducted if approved by the Principal in advance.~~

g. ~~Administrative Leave—to resolve a potential disciplinary matter. Up to ten days may be used at the discretion of the Executive Director or his/her designee.~~