



Charter Academy of the Redwoods  
Notice of Annual/Organizational/Regular Meeting  
Fullerton Classroom  
(707) 467-0500



December 14, 2021 \* 6:00 p.m. Open Session

Welcome! The agenda is provided for this annual/organizational/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
  - c. President's Report
  - d. Secretary's Report
  - e. Treasurer's Report
  - f. Safety & Facilities Report
  
- II. **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 meetings of October 12, 2021 and December 7, 2021. (back-up)
  
- III. **Regular Meeting—Action Items**
  - a. **Approval of the Revised 2021-2022 Budgets**—The Directors are requested to approve budget revisions for Accelerated Achievement Academy and Redwood Academy of Ukiah. (back up)
  - b. **Approval of First Interim Report 2021-2022**—The Directors are requested to approve the First Interim Report as of October 31, 2021 that reflects a positive certification for Accelerated Achievement Academy and Redwood Academy of Ukiah. (back-up)
  - c. **Approval of WASC Self-Study**—The Directors are requested to approve the WASC Self-Study for Accelerated Achievement Academy. (back-up)
  - d. **Approval of the Revised Salary Schedule**—The Directors are requested to approve revisions to the 2021-22 salary schedule (back up).
  - e. **Approval of Board Resolution No. 01-21-22**— The Directors are requested to approve the terms of the resolution to give notice of withdrawal from SELF excess insurance (back up)
  - f. **Approval of Educator Effectiveness Grant Plans**—The Directors are requested to approve the Educator Effectiveness Grant Plans for Accelerated Achievement Academy and Redwood Academy of Ukiah (back up).
  
- IV. **Annual/Organizational Meeting—Action Items**
  - a. **Election of Directors for 2022**—The Directors are requested to express appreciation to S. Aguilar and K. Webb who are completing three-year terms. The directors are further requested to elect two directors for a three-year terms beginning January 1, 2022 and ending December 31, 2024.
  - b. **Election of Officers for 2022**—The Directors are requested to elect a chairperson and a clerk of the corporate board effective January 1 to December 31, 2022.
  - c. **Approval of Meeting Dates for 2022**—The Directors are requested to designate 6:00 p.m. on the following dates as the time for regular meetings of the Board:

Tuesday, January 18; Tuesday, March 8; Tuesday, May 3; Tuesday, June 14; Tuesday, September 13; Tuesday, October 11, and Tuesday, December 13. The December meeting is designated as the corporation's annual and organizational meeting.

**V. Agenda for Closed Session Item(s)**

- a. **Open Session Comment for Items on the Closed Session Agenda**—The Board will take staff/public comments on items to be considered in closed session. No action will be taken.
- b. **Public Employee Performance Evaluation**-Officers: President, Secretary, and Treasurer.
- c. **Open Session Report on Closed Session Activity**—The Board will report on any activity during the closed session agenda.

**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.**

- a. **Next Regular Meeting**—Tuesday, January 18, 2022 @ 6:00 p.m. @ Redwood Academy of Ukiah

**VIII. Adjournment**

## Charter Academy of the Redwoods

Minutes of the Meeting of Tuesday, October 12, 2021

1059 N. State Street, Ukiah

### I. Welcome and Opening

The meeting was called to order at 6:03 p.m. by Chairperson Joseph. Board members in attendance:

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

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

On a first by K. Webb and a second by A. Ford, the Board voted (4-0) to adopt the agenda with a correction to the date on the top of the Minutes

President's Report~ Teachers are busy wrapping up quarter 1. Quarter 2 begins on Monday. There is a minimum day on Friday, which is called Student Success Day, where students will have the opportunity to make up any missing work and complete extra credit for classes in hopes of ending quarter 1 strong. Redwood Academy will administer the PSAT for sophomores and juniors tomorrow. Interim tests are also being administered this week for grades 7 and 8 with the 11<sup>th</sup> graders completing interim testing next week. Redwood enrollment on CBEDS day, October 6<sup>th</sup>, was 127 (13 lower than last year) with current enrollment at 128. Staff will continue to try to counteract this decline in enrollment numbers looking for ways to get out into the community and actively market the program. Students and staff will be participating in the Pumpkinfest parade as well as host a booth downtown during the weekend event. Other upcoming events include Picture Day this Thursday and Redwood Academy's Open House on October 27<sup>th</sup>. The Governor has issued Covid 19 vaccination mandates which will take effect for all students and staff as of July 2022. There are some statewide protests of this mandate planned for next week, but the staff does not expect any major disruptions to learning on campus as a result. As more information about exemptions to this mandate are provided, the board will be informed. Two board vacancies will be posted on November to fill Shawna Aguilar and Kip Webb's seats.

Secretary's Report ~ Accelerated's CBEDs enrollment was 132, which is 12 less than last year. Current enrollment is at 136 students. Currently, the number of daily absences are higher than normal due to the increased number of students staying home due to illness or quarantine. In the past students often attended school with minor colds and coughs, but under the current COVID measures are not permitted at school until symptoms improve and they have a negative COVID test. Students under quarantine are placed on independent study. While a significant number of students have been ill or placed on quarantine, very few students have actually tested positive for COVID and there has been no evidence of school spread. The 8<sup>th</sup> grade is taking interim tests this week. Next week the 7<sup>th</sup> and 11<sup>th</sup> grade will be taking their interim tests. Grades 4-6 will test in December. AAA along with RA will be participating in Pumpkinfest. AAA has Honors Assembly taking place on October 27<sup>th</sup>. It will take place outside. Parent conferences for grades 4-6 will also be taking place October 25-29. Finally, AAA's charter has been extended to 2024 and the school is not permitted to waive the extension.

Treasurer's Report ~ Current Budget Report and Cash in the County Treasury Report of 10/7/21 shows current cash of \$-93,090. The balances from last year have not been rolled over into this year. Therefore, when combined with the ending balance last year of \$3,029,827, the actual balance is \$2,936,736 compared to \$2,475,379 this time last year. The taxes have been posted for September, but not the apportionments. Neither has been posted for October. The majority of expenses are in line with expectations. A corrected unaudited actuals is being presented tonight that reflects the data line usage from MCOE for the internet. It shows an additional \$2400 in the 5900 series of expenses. The revised budget is based on CBEDs enrollment and historical drops at P-2. However, the ADA may need to be adjusted further due to the high amounts of independent study.

Safety and Facilities Report ~The privacy panels for the center bathroom at RA have been ordered. The staff is also waiting to hear from some contractors regarding some previously mentioned projects.

## II. Consent Items

- a. On a motion by A. Ford and a second by S. Aguilar, the board voted (4-0) to approve the minutes of the regular meeting of September 14, 2021 with a correction to the type of meeting and meeting date to reflect the correct dates.
- b. On a motion by A. Ford and a second by S. Aguilar, the board voted (4-0) to approve the in district classroom ADA of 128 for AAA and 123 for RA.

## III. Regular Meeting

- a. On a first by K. Webb and a second by A. Ford, the Board voted (4-0) to approve the unaudited actuals for Charter Academy of the Redwoods including *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*.
- b. On a first by S. Aguilar and a second by A. Ford, the Board voted (4-0) to approve budget revisions for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*.
- c. On a first by K. Webb and a second by S. Aguilar, the Board voted (4-0) to approve the annual reports for AAA and RA for 2020-2021 with the authorization to make revisions if suggested by UUSD oversight personnel.

IV. **Board Training**-Elna Gordon provided a training on the Brown Act and AB 361.

V. **Public Comment For Items Not on the Agenda**—No public comment

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

## VII. Adjournment

As acclaimed by the chair, the meeting was adjourned at 7:01 p.m.

Respectfully submitted,

Selah Sawyer  
Secretary

### *For the Record:*

Before 6:00 PM Thursday, October 7, 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*

Posted on the [www.caredwoods.org](http://www.caredwoods.org) governance channel

E-mailed to Holly Rogers

**Charter Academy of the Redwoods**

Minutes of the Special Meeting of Tuesday, December 7, 2021

Redwood Academy of Ukiah

1059 N. State Street, Ukiah

**I. Welcome and Opening**

The meeting was called to order at 6:01 p.m. by Chairperson J. Joseph. Board members in attendance:

Shawna Aguilar	Yes	Richard Muenzer	Resigned
Anne Ford	Yes	Kip Webb	Yes @ 6:02
Jay Joseph	Yes		

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

On a first by S. Aguilar and a second by A. Ford, the Board voted (3-0) to adopt the agenda.

**II. Discussion Item**

a. Educator Effectiveness Grant Plans for *Redwood Academy of Ukiah and Accelerated Achievement Academy* for public comment—No comments were made by the public or board

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

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

**V. Adjournment**

As acclaimed by the chair, the meeting was adjourned at 6:09 p.m.

Respectfully submitted,

Selah Sawyer  
Secretary

*For the Record:*

Before 6:00 p.m. on Thursday, December 2, 2021, this meeting agenda was:

E-mailed 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](http://www.caredwoods.org) governance channel; and

E-mailed to Scott Paulin



## Charter Academy of the Redwoods

Minutes of the Meeting of Tuesday, October 12, 2021

1059 N. State Street, Ukiah

### I. Welcome and Opening

The meeting was called to order at 6:03 p.m. by Chairperson Joseph. Board members in attendance:

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

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

On a first by K. Webb and a second by A. Ford, the Board voted (4-0) to adopt the agenda with a correction to the date on the top of the Minutes

President's Report~ Teachers are busy wrapping up quarter 1. Quarter 2 begins on Monday. There is a minimum day on Friday, which is called Student Success Day, where students will have the opportunity to make up any missing work and complete extra credit for classes in hopes of ending quarter 1 strong. Redwood Academy will administer the PSAT for sophomores and juniors tomorrow. Interim tests are also being administered this week for grades 7 and 8 with the 11<sup>th</sup> graders completing interim testing next week. Redwood enrollment on CBEDS day, October 6<sup>th</sup>, was 127 (13 lower than last year) with current enrollment at 128. Staff will continue to try to counteract this decline in enrollment numbers looking for ways to get out into the community and actively market the program. Students and staff will be participating in the Pumpkinfest parade as well as host a booth downtown during the weekend event. Other upcoming events include Picture Day this Thursday and Redwood Academy's Open House on October 27<sup>th</sup>. The Governor has issued Covid 19 vaccination mandates which will take effect for all students and staff as of July 2022. There are some statewide protests of this mandate planned for next week, but the staff does not expect any major disruptions to learning on campus as a result. As more information about exemptions to this mandate are provided, the board will be informed. Two board vacancies will be posted on November to fill Shawna Aguilar and Kip Webb's seats.

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**IV. Board Training**-Elna Gordon provided a training on the Brown Act and AB 361.

**V. Public Comment For Items Not on the Agenda**—No public comment

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

**VII. Adjournment**

As acclaimed by the chair, the meeting was adjourned at 7:01 p.m.

Respectfully submitted,

Selah Sawyer  
Secretary

*For the Record:*

Before 6:00 PM Thursday, October 7, 2021, this meeting agenda was:

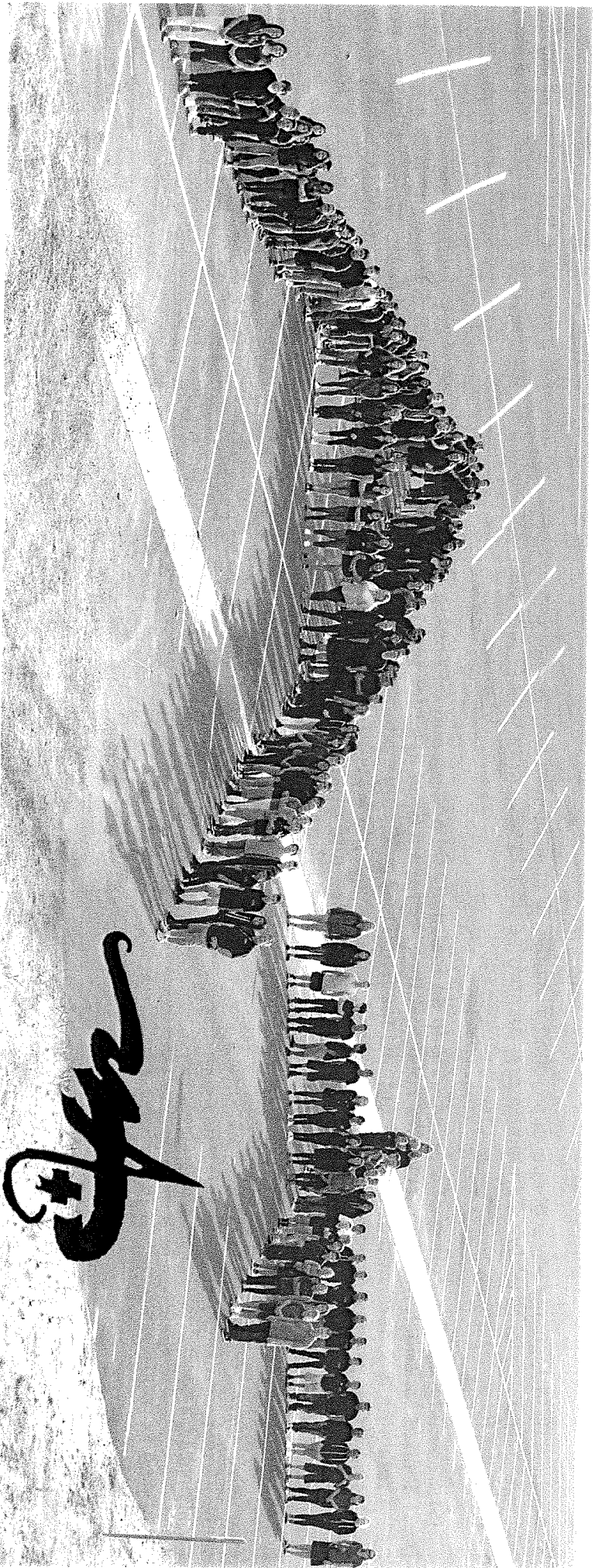
Hand-delivered with back-up to all five board members and both corporate officers and management staff;

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# Educator Effectiveness Block Grant 2021

<b>Local Educational Agency (LEA) Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
Accelerated Achievement Academy	Selah Sawyer Principal	ssawyer@aacademy.org 707-463-7080
<b>Total amount of funds received by the LEA:</b>	<b>Date of Public Meeting prior to adoption:</b>	<b>Date of adoption at public meeting:</b>
\$38,604	12/7/21	12/14/21

EC 41480

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Beginning Teacher Induction Program	\$1260	\$1260	\$1260			3,780.00
Administrator Induction Program	0	0	\$3500	\$3500		7,000.00
Administrator Mentor	0	\$5000	\$5000	\$5000		15,000.00
<b>Subtotal</b>	<b>1,260.00</b>	<b>6,260.00</b>	<b>9,760.00</b>	<b>8,500.00</b>	<b>0.00</b>	<b>25,780.00</b>

(2) **Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Learning Communities/Other Teacher Trainings		\$2300	\$2300	\$2300	\$2300	9,200.00
<b>Subtotal</b>	<b>0.00</b>	<b>2,300.00</b>	<b>2,300.00</b>	<b>2,300.00</b>	<b>2,300.00</b>	<b>9,200.00</b>

(3) **Practices and strategies that reengage pupils and lead to accelerated learning.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Positive school climate activities and supports		\$1000	\$1000	\$1000	\$1000	4,000.00
Subtotal	0.00	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

**Summary of Expenditures**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	1,260.00	6,260.00	9,760.00	8,500.00	0.00	25,780.00
Subtotal Section (2)	0.00	2,300.00	2,300.00	2,300.00	2,300.00	9,200.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (5)	0.00	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
<b>Totals by year</b>	<b>1,260.00</b>	<b>9,560.00</b>	<b>13,060.00</b>	<b>11,800.00</b>	<b>3,300.00</b>	<b>38,980.00</b>

<b>Total planned expenditures by the LEA:</b>	<b>38,980.00</b>
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**Note:**

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - Teachers;
  - Administrators;
  - Paraprofessional educators;
  - Classified staff.



ACCELERATED ACHIEVEMENT ACADEMY  
PROPOSED REVISED BUDGET  
December 14<sup>th</sup> ,2021  
2021-2022 FISCAL YEAR

ACCELERATED ACHIEVEMENT ACADEMY

Charter Academy of the Redwoods (CAR) is a non-profit public benefit corporation that operates the charter schools known as Redwood Academy of Ukiah (RAU) and Accelerated Achievement Academy (AAA). In this report, information is only that attributable to Accelerated Achievement Academy. Information is reported separately for Redwood Academy.

PROPOSED REVISED BUDGET

The proposed budget changes included here reflect current funding information. ADA is calculated using historic information from CBEDS to P-2, which is the attendance period our funding is based on. Last year, because of Covid and the need for the State budget to remain static, LEA's were being held harmless for their ADA, in other words, we will be using the ADA figures from the previous year's P2 for the duration of this year. Unfortunately, charter schools only have to resort to P2 attendance again. We have used the latest Local Control Funding Formulae (LCFF) calculator available for the average funding per pupil.

State funding comes in from the LCFF funding, and also mandated block grant. Additional COVID funding is the Federal ESSER and Loss Mitigation funding, coming in several funding streams. There is new funding coming in also through the state in the form of Educator Effectiveness grants and A-G Completion Improvement grants, of which we are still trying to find more about. These are all described in the first interim reports and in the upper right corner of the budgets. .

Other funding comes in from the Federal Government in the form of Title I and Title II, Title IV and Title V.

Other State revenues also come to Accelerated in the form of the Charter School Facility Grant Program. This grant pays either 75% of lease, utility and janitorial costs, or \$1,117 per ADA, whichever is lower, our estimate for this year is \$102,000.

Our expenses in the salary and benefits categories do reflect current staffing costs and our liability insurance has gone up about 25%. We also show the continuance of our educational enrichment programs, including a College Program in coordination with Mendocino College,

BUDGET ASSUMPTIONS

A worksheet document showing the projected year totals and annotations reflecting budget assumptions is attached for reference.









	A	B	C	D	E	F	G	H	I	J	K
133		Services and Other--5000		CPI index			CPI index	1.0396			
134							19-20	with CPI applied			
135		5200		Travel & Conferences				\$ 500.00			
136		5300		Dues and Memberships			\$ 3,544.84	\$ 3,685.22			
137		5400		Insurance			\$ 10,226.00	\$ 12,384.00			
138		5500		Operations & Housekeeping			\$ 43,214.08	\$ 44,925.36			
139		5500		extra for COVID cleaning							
140		5600		Rentals, Leases & Repairs	last years		\$ 155,168.85	\$ 158,225.86			
141				Building Lease or Rent		\$ 140,917.00	\$ 145,144.51				
142				Land Lease		\$ -	\$ -				
143				Short Term Facility Rent		\$ 1,706.76	\$ 1,774.35				
144				Copier leases		\$ 8,307.00	\$ 8,307.00				
145				Other Rentals & Repairs		\$ 6,162.00	\$ 3,000.00				
146				Constructi							
147											
148		5800		Professional & Consulting				\$ 250,262.14			
149				SE per AD	1184.33	\$ 146,839.87					
150				SE Prior Yr Adj							
151				Payroll Exp		\$ 6,025.35	based on expenses @ second interim 1,864.27				
152				District Oversight		\$ 14,896.91					
153				Tech Pro (11500 + overage)		\$ 12,500.00					
154				special counseling , Space		\$ 22,000.00					
155				Bus trips, field trips, six flags		\$ 10,500.00					
156				Outward Bound programs		\$ 2,300.00					
157				College and testing fees		\$ 1,000.00					
158				Covid surv		\$ 500.00					
159											
160				Advertising		\$ 3,000.00					
161				Audit fees		\$ 5,400.00					
162				Legal fees		\$ 1,500.00					
163				Other		\$ 23,800.00					
164											
165									total		
166		5900		Communications				\$ 9,341.85	\$ 11,862.88		
167				Data charges				\$ 2,521.03			
168				Subtotal, 5000 Series				\$ 481,845.45			
169											
170											
171				Capital Outlay--6000 Series							
172											
173		6170		Site Improvements							
174		6200		Building & Building Improvements				\$ -			
175		6400		Equipment	server for network						
176											
177				Subtotal, 6000 Series				\$ -			
178											
179											
180				Other Outgoing--7000 Series							
181											
182		7431-7439		Debt Service				\$ -			
183											
184				Subtotal, 7000 Series				\$ -			
185											
186											
187				Total Expense				\$ 1,828,747.73			
188											
189				Increase (Decrease) in Fund Balance				\$ 78,522.18			
190											
191		9791		Beginning Fund Balance				\$ 1,624,568.03			
192											
193				Ending Fund Balance				\$ 1,703,090.21			
194		9711		Revolving Fund				\$ 2,000.00			
195		9789		Reserve Portion of Ending Fund Balance	10%			\$ 182,874.77			
196		9750		financial Stabilization Account	10%			\$ 182,874.77			
197											
198		9719		Reserve for all others (future construction projects)				\$ -			
199		9719		Future STRS and PERS increases				\$ 1,205,000.00			
200				Unappropriated Portion of Ending Fund Balance				\$ 130,340.66	\$ 0.08		

Cell: A7

Comment: jswitzer:  
Based on projections using latest version of the FCMAT LCFF calculator

Cell: G7

Comment: jswitzer:  
Based on funding levels from CDE website.

Cell: B32

Comment: jswitzer:  
Based on CBEDS enrollment and historical projections to P2

Cell: H32

Comment: jswitzer :  
Lottery amount is based on current CCSA and School services projects.

Cell: H47

Comment: Jim Switzer:  
Mandate Block Grant projections from School Services .

Cell: H50

Comment: jswitzer:  
Estimate of misc. state programs not included in general funding including Charter School Facility , \$102,000

Cell: H56

Comment: jswitzer :  
Based on 20-21 figures

Cell: H60

Comment: jswitzer:  
Based on agreement with UUSD, \$217  
per ADA.

Cell: D73

Comment: jswitzer:  
Based on projected staffing levels.

Cell: F82

Comment: jswitzer:  
Number of full time equivalent positions with H&W benefits.

Cell: B86

Comment: jswitzer:  
Based on current projected staffing levels.

Cell: F99

Comment: jswitzer:  
Number of full-time positions with H&W benefits.

Cell: F104

Comment: Jim Switzer:  
STRS contribution rate from CSDC and School Services.

Cell: F105

Comment: jswitzer :  
PERS contribution rate from CSDC and School Services.

Cell: F109

Comment: Jswitzer:  
Reflects premium rates approved by Staywell , 3% increase from 20-21

Cell: D119

Comment: jswitzer:  
Totals based on projected spending .

Cell: D133

Comment: jswitzer :  
Totals based on projected spending  
and CPI percentages figured into some of the categories.

Cell: H133

Comment: jswitzer :  
From School Services estimates.

Cell: E149

Comment: jswitzer:  
Based on 20-21 costs for SPED from UUSD and projected increase of 5%.

Cell: F151

Comment: Jim Switzer:

Based on expenses reported at P-2, multiplied by .0033

Cell: F152

Comment: jswitzer :

Reflects 1% oversight fee for districts not providing "substantially rent-free facilities."



REDWOOD ACADEMY OF UKIAH  
PROPOSED REVISED BUDGET  
December 14<sup>th</sup>, 2021  
2021-2022 FISCAL YEAR

REDWOOD ACADEMY OF UKIAH

Charter Academy of the Redwoods (CAR) is a non-profit public benefit corporation that operates the charter schools known as Redwood Academy of Ukiah (RAU) and Accelerated Achievement Academy (AAA). In this report, information is only that attributable to Accelerated Achievement Academy. Information is reported separately for Accelerated Achievement Academy.

PROPOSED REVISED BUDGET

The proposed budget changes included here reflect current funding information. ADA is calculated using historic information from CBEDS to P-2, which is the attendance period our funding is based on. Last year, because of Covid and the need for the State budget to remain static, LEA's were being held harmless for their ADA, in other words, we will be using the ADA figures from the previous year's P2 for the duration of this year. Unfortunately, charter schools only have to resort to P2 attendance again. We have used the latest Local Control Funding Formulae (LCFF) calculator available for the average funding per pupil.

State funding comes in from the LCFF funding, and also mandated block grant. Additional COVID funding is the Federal ESSER and Loss Mitigation funding, coming in several funding streams. There is new funding coming in also through the state in the form of Educator Effectiveness grants and A-G Completion Improvement grants, of which we are still trying to find more about. These are all described in the first interim reports and in the upper right corner of the budgets. .

Other funding comes in from the Federal Government in the form of Title I and Title II, Title IV and Title V.

Our expenses in the salary and benefits categories do reflect current staffing costs and our liability insurance has gone up about 25%. We also show the continuance of our educational enrichment programs, including a College Program in coordination with Mendocino College,

BUDGET ASSUMPTIONS

A worksheet document showing the projected year totals and annotations reflecting budget assumptions is attached for reference.











Cell: G3

Comment: jswitzer:

Based on current funding levels on CDE website..

Cell: A5

Comment: jswitzer :

Based on projections using latest version of the FCMAT LCFF calculator.

Cell: H25

Comment: jswitzer :

Lottery amount is based on current CCSA and School services projections.

Cell: B28

Comment: Based on CBEDS enrollment and historical projections to P2

Cell: H44

Comment: Mandate Block Grant projections from School Services .

Cell: H47

Comment: jswitzer:

Estimate of misc. state programs not included in general funding grant .

Cell: H52

Comment: jswitzer :

Based on 20-21 figures .

Cell: H56

Comment: Jim Switzer:

Based on agreement with UUSD, \$173  
per ADA.

Cell: B69

Comment: jswitzer:

Based on current projected staffing levels.

Cell: E77

Comment: jswitzer:

Number of full time equivalent positions with H&W benefits.

Cell: B81

Comment: jswitzer:

Based on current  
projected staffing levels ..

Cell: E93

Comment: jswitzer:

Number of full time equivalent positions with H&W benefits.

Cell: F98

Comment: Jim Switzer:

STRS contribution rate from CSDC and School Services.

Cell: F99

Comment: jswitzer :

PERS contribution rate from CSDC and School Services.

Cell: F103

Comment: Jim Switzer:

Reflects premium rates approved by Staywell , 3% increase from 20-21.

Cell: D113

Comment: jswitzer:

Totals based on projected spending .

Cell: D125

Comment: jswitzer :

Totals based on projected spending  
and CPI percentages figured into some of the categories.

Cell: H125

Comment: jswitzer :

From School Services estimates.

Cell: E140

Comment: jswitzer:

Based on 20-21 costs for SPED from UUSD and projected increase of 5%.

Cell: F142

Comment: Jim Switzer:

Based on expenses reported at P-2, multiplied by .0033

Cell: F143

Comment: jsitzer:

Reflects 1% oversight fee for districts not providing "substantially rent-free facilities."





## Accelerated Achievement Academy

First Interim Report and Budgets for  
2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026

December 14<sup>th</sup>, 2021  
James Switzer, CFO, Treasurer

**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

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**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

Accelerated Achievement Academy is required to submit the First Interim Report for 2021-2022 and we have also submitted budgets for the four subsequent years, 2022-2023, 2023-2024, 2024-2025, and 2025-2026. The following narrative provides the major assumptions used in the preparation of the Charter School's 2021-2022 First Interim Report and subsequent budgets.

**The Governor's State Budget**

**Current year funding**

This year's budget package continues to be a complex one. With State and Federal Funding continuing to come in to help with returning students to the classroom, budgeting all of this funding has become a complex issue of keeping track of the many different sources of income as well as keeping up with the myriad of expenditure plans that need to be written and the requirements of presenting those plans. Of course, all of these sources of income and subsequent plans will be the subjected to audit tests and scrutiny by stakeholders.

Our COLA for LCFF of 5.07% represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%. COLA funding in future years continues to meet statutory rates at 2.48% in 2022-2023 and increases up to 3.54% in 2024-2025 according to latest estimates.

Here is a quick summary of the various funding sources that are in our budgets: Federal funding in the forms of Esser II, III and Learning loss grants continues to fund many of the expenses incurred in starting back to in-person learning at school. Esser II has a spending deadline of 9/30/22, while Esser III which required a spending plan and Esser learning loss funding, earmarked for specific expenses, have a deadline of 9/30/24, and thus will be spread out over the next few years. These funding deferrals are outlined on the single year budgets presented with these reports.

State funding, some of which is now being supported by federal dollars, has been split into many funding streams, mostly through the Expanded Learning Opportunity program (ELO). These funds, once again, required a specific expenditure plan, and will be subject to reports and audits. This funding started out as a state funded grant, but with Federal backfilling, it split into other components, the total being still approximately the same (about \$113,246 for Accelerated). One component is specifically for the hiring and retention of a paraprofessional, that we have used to hire two part time tutors used throughout the day in several of our classes.

**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025, 2025-2026**

. Some of our ELO funding, resources specifically 7425 and 7426 (the paraprofessional part) had to be recognized in the first year we received it, which was 2020-2021. We were not able to expend all of these funds in that year, so some of the expenses show up in 2021-2022 without the subsequent revenue.

New state funding this year comes by way of the Educator Effectiveness grant, which allows expenditures to run through the 2026 fiscal year. The amount for this is \$38,604 and will be used primarily for new teacher induction fees, and other teacher trainings that are outlined in yet another required expenditure plan.

Another new grant that we know very little bit about right now is the A-G Completion Improvement Grant. At this time there is little information about this grant and its requirements, including the amount of funding, so this has been left off of our budgets for now and will hopefully be updated by next interim budgets. .

See Table A in the appendix for current estimates of funding rates, benefit rates and salary COLAs. The LCFF funding rates per ADA are from the FCMAT calculator posted on their website with projected ADA and free and reduced information for Accelerated Achievement Academy. The calculator summary page is shown in Appendix C, along with the calculator tab section displayed in Appendix D.

For the last two years during COVID, our ADA has been based on our P-2 in February of 2020, as we were forced to go to long distance learning once the pandemic hit. District LEAs are still held harmless on their ADA one more year, while charter schools have to report ADA for the current school year, which has dropped significantly. It is hard to predict our ADA at this time using enrollment figures, as we are still doing independent study for some students who have not returned to live classrooms, and the lag time in turning in and accounting for ADA through that process could further hurt our ADA. As of CBEDS, we have a little over an 11 ADA drop in projected P-2 estimates, but, as mentioned, this may even be worse. We are estimating to return to a more normal enrollment and attendance patterns starting next year, hopefully with the pandemic behind us by then.

Other state funding comes from the Mandated Cost Block Grant available to charter schools now. This is the same as figured last year at \$16.86 per ADA for lower grades and \$46.87 for 9-12th grades.

Projected Lottery estimates are from the CDE website. State Lottery estimates are very similar to last year's, with unrestricted at \$163 per ADA, and restricted funds at \$65 per ADA.

Other State revenues also come to Accelerated in the form of the Charter School Facility Grant Program. This grant pays either 75% of lease costs, or \$1,117 per ADA, whichever is lower, our estimate for this year is \$102,000. This program has been over prescribed, before we used to be able to claim utility and janitorial costs along with lease costs,

**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

but that has been deleted from the program, and the last few years they have only financed at around 94% of the entitlements.

Finally, our local Prop 39 payment from UUSD in lieu of actual buildings and space is agreed upon every three years; this year it is \$173 per ADA.

Other funding comes in from the Federal Government in the form of Title I, Title II, Title IV and Title V, the Rural and Low-income School Grant, available in years when the SRSA, Small Rural Achievement Program, is not available. Those listed on the top of page 1 of the revised budget are the entitlement amounts as they are listed now with the CDE. These do get revised later in the year. Other Federal funding in the form of ESSER funding, as mentioned before, is being split throughout the years it is available, estimates of that split are on the single budget form. The total spent this year is estimated at \$133,894.

Our projected cashflow for both schools for the next two years is listed in the tables in Appendix B.

**EXPENSES FOR 2021-2022**

Our salary and benefits expenses are listed in the 1000-3000 series categories and are figures that are calculated at the beginning of the year and closely monitored. The COLA for this year was figured at 2.5% certificated and classified. PERS is based on the current rate of 22.91%. STRS now is legislatively mandated to increase rates; however, Governor Newsome had mandated some relief for schools last year. See Appendix A for multiyear estimates. These increases are included in our budgets; this year is based on the current rate of 16.92 %, only an increase of about  $\frac{3}{4}$  of a percent from last year, increasing slowly and leveling off at 19.10%. We will see as time goes on if this retirement fund continues to level out in its contribution rates.

Our self-funded Staywell health insurance increased its rates by about 3% this year. Our vision and dental costs reflect current rates, which have not gone up this year.

Spending for materials, the 4000 series shows a small decrease over last year, as chrome books and other items were purchased last year. The 5000 series, services expenses, does have some Cost of Living adjustments figured in certain categories; other categories we do have some control over. We now know our liability insurance costs (the 5400 series), which this year has increased almost 25%. We will this year look at other liability options, as NCSIG, our insurer for the duration of the existence of the school, has decided to drop charter schools in June 2022. Our special education encroachment amount reflects the large increase we had last year from UUSD and includes an adjustment increase. Also slated for this year is the continuance of some of our educational enrichment programs that we successfully enacted now for five years, including a College Program in coordination with Mendocino College. We do have some special services built in for the next two years, including counseling by the Mendocino Youth Project and tuition for SPACE in an effort to expand after school activities and services. These are built into our various expenditure plans and funded through our one-time grants.

**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**FUND BALANCES and CASH FLOW**

Our beginning fund balance is fairly large, thanks to several positive increases over the past years. Please refer to the cashflow sheets in the First Interim Report; we do have a positive cashflow showing through the next five budget years. This is assuming as mentioned a return to somewhat normal enrollment next year. We have also listed a combined cashflow chart for two years for both schools in Appendix B.

We have the required minimum of 10% of our fund balance reserved, 5% as per our MOU requirements, and then 5% as per our required Financial Stabilization Account, and since these are more than the required \$66,000, that is what we have reserved in these categories. These are funds not to be spent and to be kept as a safeguard against fiscal emergency and unsettled budgetary times. This year's budget ending increase is fairly healthy and we will continue to monitor our financial position and our attendance figures.

**Multi Year Projection**  
**2022-2023,2023-2024,2024-2025,2025-2026**  
**REVENUE PROJECTIONS**

The budgets for 2022-2023 through 2025-2026 are based on funding through the LCFF as shown in Appendix A. We are assuming flat funding from 2021-2022 in Federal programs until more is known. We are also assuming that our ADA will return to normal enrollment, and we will continue to actively market our services.

As noted in the single budget for 2021-2022, some of the revenue that is available to us through the ESSER funding and State ELO programs are not being used all in the one year, and thus excess revenue will be deferred by us to future years, most of it spent by 2023-2024. Some of the new grants , specifically the Educator Effectiveness grant and A-G grants have later expenditure deadlines, and thus will be spread out more over the 2024-2025 and 2025-2026 years.

**EXPENSE PROJECTIONS**

For salaries and benefits categories, we have allowed for increases in teachers' salaries because of step increases built into the salary schedule and have assumed 2.5% COLAs.

We have used CSDC (Charter School Development Center) and School Services estimates for an increase in PERS and now STRS for both years (See Appendix C). These both still remain underfunded programs, and we will see significant increases in future years in PERS. There was some funding relief last year for STRS, and contribution to this system shows an increase next year and then leveling off for the following years. For our health benefits, an increase of 3% is accounted in each of the subsequent years. Textbook purchases are at a maintenance level, allowing for some purchases of new sets as

## **Accelerated Achievement**

### **First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

necessary, and major computer expenses should be done now, and only replacement Chromebooks as needed are budgeted.

5000 service and rental series expenses are not so easily controlled, so thus we have some inflation built in. In addition, some allowance for our Special Ed encroachment to increase has been figured into the four years worth of budgets.

### **FUND BALANCES and CASH FLOW**

Our fund balances show positive increases over the next few years, assuming our ADA recovers to its pre-pandemic levels. We will monitor this and continue to market in order to keep our enrollment up. We presently hope to continue our present level of services and staffing, and to maintain small COLA's for staffing where possible. We are able to make quick decisions as necessary if there is a downturn in the economy and state funding and are not held to long-term leases or labor agreements.

**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**APPENDIX A**  
**ASSUMPTIONS PAGE**

ASSUMPTIONS PAGE		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>LCFF PER ADA</b>						
REDWOOD		\$10,594.00	\$10,871.00	\$11,213.00	\$11,611.00	\$12,022.00
ACCELERATED		\$12,015.00	\$12,084.00	\$12,152.00	\$12,582.00	\$13,035.00
STATUTORY COLA		5.07%	2.48%	3.11%	3.54%	3.54%
<b>LOTTERY PER ADA</b>						
UNRESTRICTED		163	163	163	163	163
RESTRICTED		65	65	65	65	65
<b>SALARY COLAS</b>						
MANAGEMENT		SAME AS BELOW				
CERTIFICATED		2.5%	2.5%	2.5%	2.5%	2.5%
CLASSIFIED		2.5%	2.5%	2.5%	2.5%	2.5%
<b>BENEFITS RATES</b>						
STRS		16.92%	19.10%	19.10%	19.10%	19.10%
PERS		22.91%	26.10%	27.10%	27.70%	27.70%
OASDI		6.20%	6.20%	6.20%	6.20%	6.20%
MEDICARE		1.45%	1.45%	1.45%	1.45%	1.45%
SUI		0.05%	0.05%	0.02%	0.02%	0.02%
WORKERS COMP		1.41%	1.41%	1.41%	1.41%	1.41%
HEALTH PER FTE RATE OF INCREASE		3.00%	2.50%	2.00%	2.00%	2.00%
HEALTH RATE PER FTE		\$17,263.83	\$17,695.43	\$18,049.33	\$18,410.32	\$18,778.53
<b>CPI INDEX</b>						
		3.96%	2.65%	2.36%	2.51%	2.51%
<b>SPED ENCROAHMENT RATE OF INCREASE</b>						
			3.00%	3.00%	3.00%	3.00%
		1184.33	1219.86	1256.46	1294.15	1332.97
<b>FTE per school</b>						
		CERTIFICATED	CLASSIFIED	total		
Redwood		9.42	3.86	13.28		
Accelerated		8.08	6.19	14.27		
TOTAL BOTH SCHOOLS		17.50	10.05	27.55		

**APPENDIX B**

**Accelerated Achievement**

**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**Combined Cash Balances for both schools 2021-2022**

	Estimated Beginning cash	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Redwood	1,666,056	1,624,828	1,506,604	1,543,931	1,501,224	1,468,641	1,523,606	1,591,272	1,551,783	1,598,889	1,649,333	1,608,375	1,630,228
AA	1,624,568	1,587,037	1,473,079	1,520,149	1,480,490	1,456,312	1,514,449	1,600,551	1,565,812	1,613,333	1,673,100	1,636,583	1,631,677
<b>total combined cash in county</b>	<b>3,290,624</b>	<b>3,211,864</b>	<b>2,979,684</b>	<b>3,064,079</b>	<b>2,981,714</b>	<b>2,924,953</b>	<b>3,038,055</b>	<b>3,191,823</b>	<b>3,117,594</b>	<b>3,212,222</b>	<b>3,322,433</b>	<b>3,244,958</b>	<b>3,261,905</b>

**Combined Cash Balances for both schools 2022-2023**

	Estimated Beginning	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Redwood	1,630,228	1,647,674	1,551,268	1,600,942	1,568,449	1,540,777	1,599,788	1,639,058	1,608,097	1,663,284	1,694,354	1,662,667	1,655,459
AA	1,631,677	1,667,058	1,555,732	1,605,059	1,568,586	1,545,358	1,604,256	1,695,510	1,663,246	1,713,054	1,781,778	1,747,990	1,730,366
<b>total combined cash in county</b>	<b>3,261,905</b>	<b>3,314,732</b>	<b>3,107,000</b>	<b>3,206,001</b>	<b>3,137,036</b>	<b>3,086,134</b>	<b>3,204,044</b>	<b>3,334,568</b>	<b>3,271,343</b>	<b>3,376,338</b>	<b>3,476,133</b>	<b>3,410,657</b>	<b>3,385,825</b>

**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025, 2025-2026**

**APPENDIX C**  
**LCFF Calculator Summary page**

Accelerated Achievement Academy (2330454)	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>SUMMARY OF FUNDING</b>						
<b>General Assumptions</b>						
COLA & Augmentation	5.07%	2.48%	3.11%	3.54%	0.00%	0.00%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>LCFF Entitlement</b>						
Base Grant	\$1,109,094	\$1,136,613	\$1,171,962	\$1,213,443	\$1,213,443	\$1,213,443
Grade Span Adjustment	13,213	13,524	13,939	14,457	14,457	14,457
Supplemental Grant	181,904	178,662	175,229	181,435	181,435	181,435
Concentration Grant	185,512	169,478	145,533	150,688	150,688	150,688
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$1,489,723</b>	<b>\$1,498,277</b>	<b>\$1,506,663</b>	<b>\$1,560,023</b>	<b>\$1,560,023</b>	<b>\$1,560,023</b>
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
<b>Total LCFF Entitlement</b>	<b>1,489,723</b>	<b>1,498,277</b>	<b>1,506,663</b>	<b>1,560,023</b>	<b>1,560,023</b>	<b>1,560,023</b>
<b>LCFF Entitlement Per ADA</b>	<b>\$ 12,015</b>	<b>\$ 12,084</b>	<b>\$ 12,152</b>	<b>\$ 12,582</b>	<b>\$ 12,582</b>	<b>\$ 12,582</b>
<b>Components of LCFF By Object Code</b>						
State Aid (Object Code 8011)	\$ 793,508	\$ 802,062	\$ 810,448	\$ 863,808	\$ 1,187,621	\$ 1,187,621
EPA (for LCFF Calculation purposes)	\$ 323,813	\$ 323,813	\$ 323,813	\$ 323,813	\$ -	\$ -
<i>Local Revenue Sources:</i>						
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	\$ 372,402	\$ 372,402	\$ 372,402	\$ 372,402	\$ 372,402	\$ 372,402
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL FUNDING</b>	<b>1,489,723</b>	<b>1,498,277</b>	<b>1,506,663</b>	<b>1,560,023</b>	<b>1,560,023</b>	<b>1,560,023</b>
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total LCFF Entitlement</b>	<b>1,489,723</b>	<b>1,498,277</b>	<b>1,506,663</b>	<b>1,560,023</b>	<b>1,560,023</b>	<b>1,560,023</b>

<b>SUMMARY OF EPA</b>						
% of Adjusted Revenue Limit - Annual	70.06785065%	70.06785065%	70.06785065%	70.06785065%	0.00000000%	0.00000000%
% of Adjusted Revenue Limit - P-2	70.06785065%	70.06785065%	70.06785065%	70.06785065%	0.00000000%	0.00000000%
EPA (for LCFF Calculation purposes)	\$ 323,813	\$ 323,813	\$ 323,813	\$ 323,813	\$ -	\$ -
EPA, Current Year (Object Code 8012)	\$ 323,813	\$ 323,813	\$ 323,813	\$ 323,813	\$ -	\$ -
(P-2 plus Current Year Accrual)						
EPA, Prior Year Adjustment (Object Code 8019)	\$ (0.14)	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)						
Accrual (from Data Entry tab)	-	-	-	-	-	-

<b>LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES</b>						
Base Grant (Excludes add-ons for TIG and Transportation)	\$ 1,122,307	\$ 1,150,137	\$ 1,185,901	\$ 1,227,900	\$ 1,227,900	\$ 1,227,900
Supplemental and Concentration Grant funding in the LCAP year	\$ 367,416	\$ 348,140	\$ 320,762	\$ 332,123	\$ 332,123	\$ 332,123
Percentage to Increase or Improve Services	32.74%	30.27%	27.05%	27.05%	27.05%	27.05%

<b>SUMMARY OF STUDENT POPULATION</b>						
<b>Unduplicated Pupil Population</b>						
Enrollment	134	134	134	134	134	134
COE Enrollment	-	-	-	-	-	-
<b>Total Enrollment</b>	<b>134</b>	<b>134</b>	<b>134</b>	<b>134</b>	<b>134</b>	<b>134</b>
<b>Unduplicated Pupil Count</b>						
COE Unduplicated Pupil Count	99	99	99	99	99	99
<b>Total Unduplicated Pupil Count</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>
Rolling %, Supplemental Grant	81.0400%	77.6700%	73.8800%	73.8800%	73.8800%	73.8800%
Rolling %, Concentration Grant	80.4300%	77.6700%	73.8800%	73.8800%	73.8800%	73.8800%

<b>SUMMARY OF LCFF ADA</b>						
Grades 4-6	37.94	37.94	37.94	37.94	37.94	37.94
Grades 7-8	34.23	34.23	34.23	34.23	34.23	34.23
Grades 9-12	51.82	51.82	51.82	51.82	51.82	51.82
<b>LCFF Subtotal</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>
NSS	-	-	-	-	-	-
<b>Combined Subtotal</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>
<b>Change in LCFF ADA (excludes NSS ADA)</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>	<b>123.99</b>
	Increase	Increase	Increase	Increase	Increase	Increase



**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**Appendix D**  
**From LCFF calculator section**

Accelerated Achievement Academy (2330454)				v.22.2b			
LOCAL CONTROL FUNDING FORMULA				2021-22		2022-23	
LCFF ENTITLEMENT CALCULATION							
STATE AID CALCULATION							
Miscellaneous Adjustments			-				-
Adjusted LCFF Entitlement			1,489,723				1,498,277
Local Revenue (including RDA)			(372,402)				(372,402)
Gross State Aid			<u>\$ 1,117,321</u>				<u>\$ 1,125,875</u>
MINIMUM STATE AID CALCULATION							
	<u>12-13 Rate</u>	<u>2021-22 ADA</u>	N/A	<u>12-13 Rate</u>	<u>2022-23 ADA</u>		N/A
2012-13 RL/Charter Gen BG adjusted for ADA	\$ 5,615.27	123.99	\$ 696,215	\$ 5,615.27	123.99		\$ 696,215
2012-13 NSS Allowance (deficit)			-				-
Minimum State Aid Adjustments			-				-
Less Current Year Property Taxes/In-Lieu			(372,402)				(372,402)
Subtotal State Aid for Historical RL/Charter General BG			323,813				323,813
Categorical funding from 2012-13 net of fair share reduction			17,852				17,852
Charter School Categorical Block Grant adjusted for ADA	809.14	123.99	100,322	809.14	123.99		100,322
Minimum State Aid Guarantee Before Proration Factor			441,987				441,987
Proration Factor			0.00%				0.00%
Minimum State Aid Guarantee			<u>\$ 441,987</u>				<u>\$ 441,987</u>
CHARTER SCHOOL MINIMUM STATE AID OFFSET							
LCFF Entitlement			1,489,723				1,498,277
Minimum State Aid plus Property Taxes including RDA			814,389				814,389
Offset			-				-
Minimum State Aid Prior to Offset			441,987				441,987
Total Minimum State Aid with Offset			441,987				441,987
<b>TOTAL STATE AID</b>			<u>\$ 1,117,321</u>				<u>\$ 1,125,875</u>
<b>ADDITIONAL STATE AID (Additional SA)</b>			\$ -				\$ -
<b>LCFF Entitlement (before COE transfer, Choice &amp; Charter Supplemental)</b>			<u>\$ 1,489,723</u>				<u>\$ 1,498,277</u>
Change Over Prior Year	-0.79%	(11,830)		0.57%	8,554		
LCFF Entitlement Per ADA			12,015				12,084
Per-ADA Change Over Prior Year	8.36%	927		0.57%	69		
Basic Aid Status (school districts only)			-				-

**Accelerated Achievement**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**Appendix D**  
**From LCFF calculator**  
**Continued**

Accelerated Achievement Academy (2330454)				v.22.2b		v.22.2b		v.22.2b	
LOCAL CONTROL FUNDING FORMULA				2023-24		2024-25		2025-26	
<b>LCFF ENTITLEMENT CALCULATION</b>									
<b>STATE AID CALCULATION</b>									
Miscellaneous Adjustments			-			-			-
Adjusted LCFF Entitlement			1,506,663			1,560,023			1,560,023
Local Revenue (including RDA)			(372,402)			(372,402)			(372,402)
Gross State Aid			<u>\$ 1,134,261</u>			<u>\$ 1,187,621</u>			<u>\$ 1,187,621</u>
<b>MINIMUM STATE AID CALCULATION</b>									
	<u>12-13 Rate</u>	<u>2023-24 ADA</u>	N/A	<u>12-13 Rate</u>	<u>2024-25 ADA</u>	N/A	<u>12-13 Rate</u>	<u>2025-26 ADA</u>	N/A
2012-13 RI/Charter Gen BG adjusted for ADA	\$ 5,615.27	123.99	\$ 696,215	\$ 5,615.27	123.99	\$ 696,215	\$ 5,615.27	123.99	\$ 696,215
2012-13 NSS Allowance (deficittd)			-			-			-
Minimum State Aid Adjustments			-			-			-
Less Current Year Property Taxes/In-Lieu			(372,402)			(372,402)			(372,402)
Subtotal State Aid for Historical RI/Charter General BG			323,813			323,813			323,813
Categorical funding from 2012-13 net of fair share reduction			17,852			17,852			17,852
Charter School Categorical Block Grant adjusted for ADA	809.14	123.99	<u>100,322</u>	809.14	123.99	<u>100,322</u>	809.14	123.99	<u>100,322</u>
Minimum State Aid Guarantee Before Proration Factor			441,987			441,987			441,987
Proration Factor			0.00%			0.00%			0.00%
Minimum State Aid Guarantee			<u>\$ 441,987</u>			<u>\$ 441,987</u>			<u>\$ 441,987</u>
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>									
LCFF Entitlement			1,506,663			1,560,023			1,560,023
Minimum State Aid plus Property Taxes Including RDA			814,389			814,389			814,389
Offset			-			-			-
Minimum State Aid Prior to Offset			441,987			441,987			441,987
Total Minimum State Aid with Offset			441,987			441,987			441,987
<b>TOTAL STATE AID</b>			<u>\$ 1,134,261</u>			<u>\$ 1,187,621</u>			<u>\$ 1,187,621</u>
<b>ADDITIONAL STATE AID (Additional SA)</b>									
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)			\$ 1,506,663			\$ 1,560,023			\$ 1,560,023
Change Over Prior Year	0.56%	8,386		3.54%	53,360		0.00%	-	
LCFF Entitlement Per ADA			12,152			12,582			12,582
Per-ADA Change Over Prior Year	0.56%	68		3.54%	430		0.00%	-	
Basic Aid Status (school districts only)			-			-			-

**CHARTER SCHOOL  
FIRST INTERIM BUDGET REPORT**

Charter School Name : Accelerated Achievement Academy  
CDS# : 23-65615-2330454

Description	Object Code	Unaudited Actuals 20-21	Estimated Actuals 2021-2022 6/8/2021	Estimated Actuals 2021-2022 UNRESTRICTED	Estimated Actuals 2021-2022 RESTRICTED	FIRST INTERIM 12/14/2021 UNRESTRICTED	FIRST INTERIM 12/14/2021 RESTRICTED	FIRST INTERIM 31,2021	ACTUALS OCT	% OF ACTUALS TO FIRST INTERIM BUDGET
<b>A. Revenues</b>										
1. Revenue Limit Sources										
Education Protection Act	8012									
State Aid - Current Year	8011	771,065.00	286,622.00	286,622.00	0.00	323,813.00	0.00	88,702.00		27.39%
State Aid - Prior Years	8019	388,221.00	932,855.64	932,855.64	0.00	793,476.48	0.00	242,744.00		30.59%
		-5.00	0.00	0.00	0.00					
Tax Relief Subventions (for rev. limit funded schools)	8020-8039		0.00	0.00	0.00					
County and District Taxes (for rev. limit funded schools)	8040-8079		0.00	0.00	0.00					
Miscellaneous Funds (for rev. limit funded schools)	8080-8089		0.00	0.00	0.00					
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer	8092		0.00							
Charter Schools Funding in Lieu of Property Taxes	8096	372,186.00	357,082.00	357,082.00	0.00	372,402.00	0.00	126,616.00		34.00%
Other Revenue Limit Transfers	8091, 8097									
Total, Revenue Limit Sources		1,531,468.00	1,576,559.64	1,576,559.64	0.00	1,489,691.48	0.00	458,062.00		30.75%
2. Federal Revenues										
No Child left Behind	8290									
Special Education - Federal	8181, 8182	313,689.93	235,263.00	235,263.00	0.00	204,873.00	0.00	16,987.00		8.29%
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00					
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00					
Total, Federal Revenues		313,689.93	235,263.00	235,263.00	0.00	204,873.00	0.00	16,987.00		8.29%
3. Other State Revenues										
Mandated Block Grant	8550	3,818.00	3,896.69	3,896.69	0.00	3,720.89	0.00	0.00		0.00%
Lottery	8560	32,088.42	26,948.58	20,313.00	6,635.58	28,268.80	20,209.71	8,059.09	0.00	0.00%
All Other State Revenues	8590	161,843.05	149,361.00	1,000.00	148,361.00	140,024.74	139,024.74	1,855.00		1.32%
Total, Other State Revenues		197,749.47	180,206.27	25,209.69	154,996.58	172,013.44	147,083.83	1,855.00		1.08%
4. Other Local Revenues										
Interest	8660	10,827.84	11,000.00	11,000.00	0.00	11,000.00	0.00	2,687.70		24.43%
LCSSP grant	8677	5,372.57	5,372.00	0.00	5,372.00	0.00	0.00	0.00		#DIV/0!
All other local	8699	4,043.43	2,000.00	2,000.00	0.00	2,000.00	0.00	94.27		4.71%
Reimbursement from Willis Charter school lunch program	8699		1,000.00	1,000.00	0.00	1,000.00	0.00	0.00		0.00%
Prop 39 Transfer	8781	25,257.00	29,386.14	29,386.14	0.00	26,691.00	0.00	0.00		0.00%
Total, Local Revenues		46,500.84	48,758.14	43,386.14	5,372.00	40,691.00	0.00	2,781.97		6.84%
5. TOTAL REVENUES										
		2,089,408.24	2,040,787.05	1,645,155.47	395,631.58	1,907,269.91	1,555,513.08	351,956.83	479,685.97	25.15%



Description	Object Code	Unaudited Actuals 20-21	Estimated Actuals 2021-2022 6/8/2021	Estimated Actuals 2021-2022 UNRESTRICTED	Estimated Actuals 2021-2022 RESTRICTED	FIRST INTERIM 12/14/2021 UNRESTRICTED	FIRST INTERIM 12/14/2021 RESTRICTED	ACTUALS OCT 31,2021	% OF ACTUALS TO FIRST INTERIM BUDGET
6. Capital Outlay (obj. 6100-6170, 6200-6500 for mod. accr. basis only)									
Sites and Improvements of Sites	6100-6170								
Buildings and Improvements of Buildings	6200								
Books and Media for New School Libraries or Major									
Expansion of School Libraries	6300								
Equipment	6400	2,002.86							
Equipment Replacement	6500								
Depreciations Expense (for full accrual only)	6900								
Total, Capital Outlay								0.00	#DIV/0!
7. Other Outgo									
Tuition to Other Schools	7110-7143							0.00	0.00%
Transfers of Pass-through Revenues to Other LEAs	7211-7213							0.00	0.00%
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE							0.00	0.00%
Transfers of Apportionments to Other LEAs - All Other	7221-7223SO							0.00	0.00%
All Other Transfers	7281-7299							0.00	0.00%
Debt Service:									
Interest	7438							0.00	0.00%
Principal	7439							0.00	0.00%
Total, Other Outgo									
8. TOTAL EXPENDITURES		1,772,453.65	1,881,615.28	1,485,983.70	395,631.58	1,828,747.73	1,466,394.91	362,352.83	492,943.12
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)		316,954.59	159,171.77	159,171.77	(0.00)	78,522.18	88,918.18	(10,396.00)	26.96%

Description	Object Code	Unaudited Actuals 20-21	Estimated Actuals 2021-2022 6/8/2021	Estimated Actuals 2021-2022 UNRESTRICTED	Estimated Actuals 2021-2022 RESTRICTED	FIRST INTERIM 12/14/2021	FIRST INTERIM 12/14/2021 UNRESTRICTED	FIRST INTERIM 12/14/2021 RESTRICTED	ACTUALS OCT 31,2021	% OF ACTUALS TO FIRST INTERIM BUDGET
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979								0.00	0.00%
2. Less: Other Uses	7630-7699								0.00	0.00%
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999								0.00	0.00%
4. TOTAL OTHER FINANCING SOURCES / USES									0.00	0.00%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C+D4)									0.00	0.00%
F. FUND BALANCE, RESERVES									0.00	0.00%
1. Beginning Fund Balance										
a. As of July 1	9791	1,307,613.44	1,624,568.03			1,624,568.03				
b. Adjustments to Beginning Balance	9793 , 9755									
c. Adjusted Beginning Balance										
2. Ending fund Balance, June 30 (E + F. 1.c.)		1,624,568.03	1,783,739.80			1,703,090.21				
Component of Ending Fund Balance (Optional):										
Reserve For Revolving Cash (equals object 9130)	9711	2,000.00	2,000.00			2,000.00				
Reserve for Stores (equals object 9320)	9712	0.00	0.00			0.00				
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00			0.00				
Reserve for All Others	9719	0.00	0.00			0.00				
General Reserve	9730	0.00	0.00			0.00				
Legally Restricted Balance/ Prop 39 planning money	9740	0.00	0.00			0.00				
Legally Restricted Balance/Educator Effectiveness grant	9740	0.00	0.00			0.00				
Legally Restricted Balance/College readiness grant	9740	0.00	0.00			0.00				
Designated for Economic Uncertainties	9789	177,245.37	188,161.53			182,874.77				
Other Designations	9750,9775 , 9786	177,245.37	188,161.53			182,874.77				
Future STRS and PERS increases		1,070,000.00	1,205,000.00			1,205,000.00				
Undesignated / Unapproved Amount	9790	198,077.30	200,416.74			190,340.66				
		0.121926134	0.112357611			0.076531861				



Budget Identity:	Accelerated Achievement Academy												Cash Flow Projection #2		Totals		Ending fund balance
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	deferred	into next yr	Balance		
2022-23																	
Beg Balance	\$1,631,677	\$1,667,058	\$1,555,732	\$1,605,059	\$1,568,586	\$1,545,358	\$1,604,256	\$1,695,510	\$1,663,246	\$1,713,054	\$1,781,778	\$1,747,990					
Deferred Revenue	\$71,413																
LCFF	\$45,133	\$45,133	\$81,239	\$81,239	\$81,239	\$81,239	\$81,239	\$81,239	\$81,239	\$81,239	\$81,239	\$81,239	\$81,239	\$81,239	\$902,660.01		
EPA			\$80,953			\$80,953			\$80,953			\$80,953			\$323,813.00		
Property tax		\$18,620	\$33,516	\$33,516	\$33,516	\$33,516	\$33,516	\$33,516	\$33,516	\$33,516	\$33,516	\$33,516	\$33,516	\$0	\$372,402.00		
Fed Revenues						\$90,246	\$90,246	\$90,246	\$90,246	\$90,246	\$90,246	\$90,246	\$90,246	\$0	\$225,615.00		
Other State	\$0	\$0	\$16,967	\$0	\$13,244	\$13,244	\$37,481	\$4,209	\$5,327	\$14,951	\$3,076	\$38,658	\$0	\$0	\$147,158.18		
Other Local												\$42,712	\$0	\$0	\$42,712.01		
Total Revenue	\$135,166	\$63,753	\$212,676	\$114,756	\$128,000	\$208,953	\$242,483	\$118,964	\$201,036	\$219,953	\$117,831	\$240,963	\$81,239	\$0	\$2,014,360.19		
Expenses																	
1000	\$39,929	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$52,215	\$614,293.65		
2000	\$17,745	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$23,204	\$272,993.49		
3000	\$28,014	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$36,634	\$430,986.88		
4000	\$3,910	\$27,370	\$15,640	\$3,519	\$3,519	\$2,346	\$3,519	\$3,519	\$3,519	\$3,519	\$3,519	\$3,519	\$3,519	\$3,519	\$78,200.00		
5000	\$10,187	\$35,656	\$35,656	\$35,656	\$35,656	\$35,656	\$35,656	\$35,656	\$35,656	\$35,656	\$35,656	\$142,624	\$0	\$0	\$509,370.82		
6000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
7000	\$99,785	\$175,079	\$163,349	\$151,228	\$151,228	\$150,055	\$151,228	\$151,228	\$151,228	\$151,228	\$151,619	\$258,587			\$1,905,844.84		
Total Expenses															\$108,515.35		
Cash in Treasury	\$1,667,058	\$1,555,732	\$1,605,059	\$1,568,586	\$1,545,358	\$1,604,256	\$1,695,510	\$1,663,246	\$1,713,054	\$1,781,778	\$1,747,990	\$1,730,366			Ending fund balance	\$1,811,606	
															Balance		







	A	B	C	D	E	F	G	H	I	J	K
133		Services and Other--5000			CPI index			1.0396			
134							CPI index				
135		5200			Travel & Conferences		19-20	with CPI applied			
136		5300			Dues and Memberships			\$ 500.00			
137		5400			Insurance	\$ 3,544.84		\$ 3,685.22			
138		5500			Operations & Housekeeping	\$ 10,226.00		\$ 12,384.00			
139		5500			extra for COVID cleaning	\$ 43,214.08		\$ 44,925.36			
140		5600			Rentals, Leases & Repairs	last years		\$ 155,168.85	\$ 158,225.86		
141					Building Lease or Rent	\$ 140,917.00		\$ 145,144.51			
142					Land Lease	\$ -		\$ -			
143					Short Term Facility Rent	\$ 1,706.76		\$ 1,774.35			
144					Copier leases	\$ 8,307.00		\$ 8,307.00			
145					Other Rentals & Repairs	\$ 6,162.00		\$ 3,000.00			
146					Constructi						
147											
148		5800			Professional & Consulting			\$ 250,262.14			
149					SE per AD	1184.33	\$ 146,839.87				
150					SE Prior Yr Adj						
151					Payroll Exp	\$ 6,025.35	based on expenses @ second interim 1,864.27				
152					District Oversight	\$ 14,896.91					
153					Tech Pro (11500 + overage)	\$ 12,500.00					
154					special counseling , Space	\$ 22,000.00					
155					Bus trips, field trips, six flags	\$ 10,500.00					
156					Outward Bound programs	\$ 2,300.00					
157					College and testing fees	\$ 1,000.00					
158					Covid surv	\$ 500.00					
159											
160					Advertising	\$ 3,000.00					
161					Audit fees	\$ 5,400.00					
162					Legal fees	\$ 1,500.00					
163					Other	\$ 23,800.00					
164											
165									total		
166		5900			Communications			\$ 9,341.85	\$ 11,862.88		
167					Data charges			\$ 2,521.03			
168					Subtotal, 5000 Series			\$ 481,845.45			
169											
170											
171					Capital Outlay--6000 Series						
172											
173		6170			Site Improvements						
174		6200			Building & Building Improvements			\$ -			
175		6400			Equipment	server for network					
176											
177					Subtotal, 6000 Series			\$ -			
178											
179											
180					Other Outgoing--7000 Series						
181											
182		7431-7439			Debt Service			\$ -			
183											
184					Subtotal, 7000 Series			\$ -			
185											
186											
187					Total Expense			\$ 1,828,747.73			
188											
189					Increase (Decrease) in Fund Balance			\$ 78,522.18			
190											
191					9791 Beginning Fund Balance			\$ 1,624,568.03			
192											
193					Ending Fund Balance			\$ 1,703,090.21			
194		9711			Revolving Fund			\$ 2,000.00			
195		9789			Reserve Portion of Ending Fund Balance	10%		\$ 182,874.77			
196		9750			financial Stabilization Account	10%		\$ 182,874.77			
197											
198		9719			Reserve for all others (future construction projects)			\$ -			
199		9719			Future STRS and PERS increases			\$ 1,205,000.00			
200					Unappropriated Portion of Ending Fund Balance			\$ 130,340.66	\$ 0.08		

Cell: A7  
Comment: jswitzer:  
Based on projections using latest version of the FCMAT LCFF calculator

Cell: G7  
Comment: jswitzer:  
Based on funding levels from CDE website.

Cell: B32  
Comment: jswitzer:  
Based on CBEDS enrollment and historical projections to P2

Cell: H32  
Comment: jswitzer :  
Lottery amount is based on current CCSA and School services projects.

Cell: H47  
Comment: Jim Switzer:  
Mandate Block Grant projections from School Services .

Cell: H50  
Comment: jswitzer:  
Estimate of misc. state programs not included in general funding including Charter School Facility , \$102,000

Cell: H56  
Comment: jswitzer :  
Based on 20-21 figures

Cell: H60  
Comment: jswitzer:  
Based on agreement with UUSD, \$217  
per ADA.

Cell: D73  
Comment: jswitzer:  
Based on projected staffing levels.

Cell: F82  
Comment: jswitzer:  
Number of full time equivalent positions with H&W benefits.

Cell: B86  
Comment: jswitzer:  
Based on current projected staffing levels.

Cell: F99  
Comment: jswitzer:  
Number of full-time positions with H&W benefits.

Cell: F104  
Comment: Jim Switzer:  
STRS contribution rate from CSDC and School Services.

Cell: F105  
Comment: jswitzer :  
PERS contribution rate from CSDC and School Services.

Cell: F109  
Comment: Jswitzer:  
Reflects premium rates approved by Staywell , 3% increase from 20-21

Cell: D119  
Comment: jswitzer:  
Totals based on projected spending .

Cell: D133  
Comment: jswitzer :  
Totals based on projected spending  
and CPI percentages figured into some of the categories.

Cell: H133  
Comment: jswitzer :  
From School Services estimates.

Cell: E149  
Comment: jswitzer:  
Based on 20-21 costs for SPED from UUSD and projected increase of 5%.

Cell: F151

Comment: Jim Switzer:

Based on expenses reported at P-2, multiplied by .0033

Cell: F152

Comment: jswitzer :

Reflects 1% oversight fee for districts not providing "substantially rent-free facilities."









	A	B	C	D	E	F	G	H	I	J	K
132		Services and Other--5000 Series		CPI index			CPI index	1.0384			
133							19-20	with CPI applied			
134		5200		Travel & Conferences				\$ 500.00			
135		5300		Dues and Memberships			\$ 3,544.84	\$ 3,680.96			
136		5400		Insurance			\$ 10,226.00	\$ 10,618.68			
137		5500		Operations & Housekeeping			\$ 43,214.08	\$ 44,873.50			
138		5500		extra for COVID cleaning				\$ 10,000.00			
139		5600		Rentals, Leases & Repairs	last years		\$ 155,168.85	\$ 158,223.81			
140				Building Lease or Rent		\$ 140,917.00	\$ 145,144.51				
141				Land Lease		\$ -	\$ -				
142				Short Term Facility Rent		\$ 1,706.76	\$ 1,772.30				
143				Copier leases		\$ 8,307.00	\$ 8,307.00				
144				Other Rentals & Repairs		\$ 6,162.00	\$ 3,000.00				
145				Construction							
146											
147		5800		Professional & Consulting				\$ 285,064.17			
148				SE per ADA	1326.17	\$ 179,589.43					
149				SE Prior Yr Adj							
150				Payroll Exp		\$ 6,209.15		based on expenses @ second interim 1,861,560			
151				District Oversight		\$ 15,765.60					
152				ro (11500 + o)		\$ 13,500.00					
153				special counseling , Space		\$ 22,000.00					
154				Bus trips, field trips, six flags		\$ 10,500.00					
155				Outward Bound programs		\$ 2,300.00					
156				College and testing fees		\$ 1,000.00					
157				Covid surveill		\$500.00					
158											
159				Advertising		\$ 3,000.00					
160				Audit fees		\$ 5,400.00					
161				Legal fees		\$ 1,500.00					
162				Other		\$ 23,800.00					
163											
164									total		
165		5900		Communications				\$6,230.40	\$8,792.40		
166				Data charges				\$2,562.00			
167				Subtotal, 5000 Series				\$ 521,753.53			
168											
169											
170				Capital Outlay--6000 Series							
171											
172		6170		Site Improvements							
173		6200		Building & Building Improvements				\$ -			
174		6400		Equipment	server for network						
175											
176				Subtotal, 6000 Series				\$ -			
177											
178											
179				Other Outgoing--7000 Series							
180											
181		7431-7439		Debt Service				\$ -			
182											
183				Subtotal, 7000 Series				\$ -			
184											
185											
186				Total Expense				\$ 1,881,615.29			
187											
188				Increase (Decrease) in Fund Balance				\$ 159,171.76			
189											
190				9791 Beginning Fund Balance				\$ 1,590,263.61			
191											
192				Ending Fund Balance				\$ 1,749,435.37			
193		9711		Revolving Fund				\$ 2,000.00			
194		9789		Reserve Portion of Ending Fund Balance	10%			\$ 188,161.53			
195		9750		financial Stabilization Account	10%			\$ 188,161.53			
196											
197		9719		Reserve for all others (future construction projects)				\$ -			
198		9719		Future STRS and PERS increases				\$ 1,205,000.00			
199				Unappropriated Portion of Ending Fund Balance				\$ 166,112.31	\$ 0.09		

Cell: A7

Comment: jswitzer:  
Based on projections using latest version of the FCMAT LCFF calculator

Cell: G7

Comment: jswitzer:  
Based on 20-21 with new ESSER funding added .

Cell: B29

Comment: jswitzer:  
Based on Previous years ADA.

Cell: H29

Comment: jswitzer :  
Lottery amount is based on current CCSA and School services projects.

Cell: H45

Comment: Jim Switzer:  
Mandate Block Grant projections from School Services .

Cell: H49

Comment: jswitzer:  
Estimate of misc. state programs not included in general funding including Charter School Facility , \$102,000

Cell: H55

Comment: jswitzer :  
Based on 20-21 figures

Cell: H59

Comment: jswitzer:  
Based on agreement with UUSD, \$217  
per ADA.

Cell: D72

Comment: jswitzer:  
Based on projected staffing levels.

Cell: F81

Comment: jswitzer:  
Number of full time equivalent positions with H&W benefits.

Cell: B85

Comment: jswitzer:  
Based on projected staffing levels .

Cell: F98

Comment: jswitzer:  
Number of full-time positions with H&W benefits.

Cell: F103

Comment: Jim Switzer:  
STRS projected contribution rate from CSDC and School Services.

Cell: F104

Comment: jswitzer :  
PERS projected contribution rate from CSDC and School Services.

Cell: F108

Comment: Jswitzer:  
Reflects premium rates approved by Staywell , 3% increase from 20-21

Cell: D118

Comment: jswitzer:  
Totals based on projected spending .

Cell: D132

Comment: jswitzer :  
Totals based on projected spending  
and CPI percentages figured into some of the categories.

Cell: H132

Comment: jswitzer :  
From School Services estimates.

Cell: E148

Comment: jswitzer:  
Based on 20-21 first invoice costs for SPED from UUSD and projected increase of 3%.

Cell: F150

Comment: Jim Switzer:

Based on expenses reported at P-2, multiplied by .0033

Cell: F151

Comment: jswitzer :

Reflects 1% oversight fee for districts not providing "substantially rent-free facilities."



**CHARTER SCHOOL  
MULTI-YEAR PROJECTION-ALTERNATIVE FORM**

Charter School Name : Accelerated Achievement Academy

CDS# : 23-65615-2330454

Description	Object Code	FY 2020/21 Previous years Totals	Totals for 2021/2022	Totals for 2022/2023	Totals for 2023/2024	Totals for 2024/2025	Totals for 2025/2026
<b>A. Revenues</b>							
1. Revenue Limit Sources							
			0.00	0.00	0.00	0.00	0.00
Education Protection Act	8012	771,066.00	323,813.00	323,813.00	323,813.00	323,813.00	323,813.00
State Aid - Current Year	8011	388,221.00	793,476.48	902,660.01	911,657.32	968,552.07	1,028,490.04
State Aid - Prior Years	8019	-5.00		0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039		0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00	0.00
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in Lieu of Property Taxes	8096	372,186.00	372,402.00	372,402.00	372,402.00	372,402.00	372,402.00
Other Revenue Limit Transfers	8091, 8097	0.00					
Total, Revenue Limit Sources		1,531,468.00	1,489,691.48	1,598,875.01	1,607,872.32	1,664,767.07	1,724,705.04
2. Federal Revenues							
No Child left Behind	8290	313,689.93	204,873.00	225,615.00	225,615.00	151,726.00	70,979.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8290	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		313,689.93	204,873.00	225,615.00	225,615.00	151,726.00	70,979.00
3. Other State Revenues							
Mandated Block Grant	8550	3,818.00	3,720.89	4,069.72	4,195.36	4,344.40	4,344.40
Lottery	8560	32,088.42	28,268.80	30,167.45	30,167.45	30,167.45	30,167.45
All Other State Revenues	8590	161,843.05	140,024.74	112,921.00	112,921.00	111,841.00	111,841.00
Total, Other State Revenues		197,749.47	172,014.44	147,158.18	147,283.81	146,352.85	146,352.85
4. Other Local Revenues							
Interest	8660	10,827.84	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00
LCSSP grant	8677	5,372.57					
All other local	8699	4,043.43	2,300.00	2,000.00	2,000.00	2,000.00	2,000.00
Reimbursement from Willits Charter school lunch program	8699		700.00	1,000.00	1,000.00	1,000.00	1,000.00
Prop 39 Transfer	8781	26,257.00	26,691.00	28,712.01	28,712.01	28,712.01	28,712.01
Total, Local Revenues		46,500.84	40,691.00	42,712.01	42,712.01	42,712.01	42,712.01
5. TOTAL REVENUES							
		2,089,408.24	1,907,269.91	2,014,360.19	2,023,483.14	2,005,557.93	1,984,748.90
<b>B. EXPENDITURES</b>							
1. Certificated Salaries							
Teachers' Salaries	1100	501,285.26	527,977.76	548,299.70	552,091.50	583,238.03	601,535.71
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	67,483.13	64,384.34	65,993.95	68,972.79	70,697.11	72,464.54
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		568,768.39	592,362.10	614,293.65	621,064.29	653,935.14	674,000.25
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	47,528.65	47,004.28	48,179.39	49,383.87	50,618.47	51,883.93
Non-certificated Support Salaries	2200	68,229.69	98,264.98	100,721.60	103,418.84	106,004.31	108,654.42
Non-certificated Supervisors' and Administrators' Sal.	2300	40,499.79	40,948.50	41,972.21	29,126.03	29,854.18	30,600.54
Clerical and Office Salaries	2400	70,747.18	80,117.35	82,120.28	87,980.28	90,179.79	92,434.28
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		227,005.31	266,335.11	272,993.49	269,909.02	276,656.75	283,573.17

Description	Object Code	FY 2020/21	Totals for	Totals for	Totals for	Totals for	Totals for
		Previous years	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
		Totals					
<b>3. Employee Benefits</b>							
STRS	3101-3102	90,035.51	100,227.67	117,330.09	118,623.28	124,901.61	128,734.05
PERS	3201-3202	42,683.26	61,017.37	71,251.30	73,145.34	76,633.92	78,549.77
OASDI / Medicare / Alternative	3301-3302	25,190.58	28,963.89	29,791.26	29,653.47	30,646.30	31,466.35
Health and Welfare Benefits	3401-3402	174,719.73	190,937.96	195,711.41	193,127.88	196,990.43	200,930.24
Unemployment Insurance	3501-3502	617.84	4,293.49	4,436.44	1,781.95	1,861.18	1,915.15
Workers' Compensation Insurance	3601-3602	9,855.38	12,064.70	12,466.38	12,518.18	13,074.82	13,453.91
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		343,102.30	397,505.07	430,986.88	428,850.09	444,108.26	455,049.46
<b>4. Books and Supplies</b>							
Approved Textbooks and Core Curricula Materials	4100	1,017.51	12,000.00	4,000.00	30,000.00	4,000.00	2,000.00
Books and Other Reference Materials	4200	319.82	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Materials and Supplies	4300	78,218.93	56,000.00	58,000.00	60,000.00	61,000.00	61,000.00
Technology	4300		4,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Loss Learning Mitigation purchases	4300						
Misc networking equipment	4300						
Noncapitalized Equipment	4400	22,348.78	8,500.00	4,000.00	3,000.00	3,000.00	2,000.00
ONE TIME PURCHASE OF HVAC'S	4400						
ONE TIME PURCHASE OF NETWORKING EQUIPMENT	4400						
Food	4700	6,049.05	9,200.00	9,200.00	9,200.00	9,200.00	9,200.00
Total, Books and Supplies		107,954.09	90,700.00	78,200.00	105,200.00	80,200.00	77,200.00
<b>5. Services and Other Operating Expenditures</b>							
Subagreements and Services	5100	0.00	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	147.00	500.00	500.00	500.00	500.00	500.00
Dues and Memberships	5300	2,804.50	3,685.22	3,782.88	3,872.15	3,969.34	4,068.97
Insurance	5400	10,226.47	12,384.00	12,712.18	13,012.18	13,338.79	13,673.59
Operations and Housekeeping Services	5500	45,918.64	44,925.36	54,873.50	45,932.51	47,085.42	48,267.26
Rentals, Leases, Repairs, and Noncap. Improvements	5600	154,274.27	158,225.86	158,223.81	158,718.73	159,448.52	160,181.67
Professional/Consulting Services and Operating Expend.	5800	298,838.57	250,262.14	267,101.22	273,252.59	257,902.46	253,712.42
Communications	5900	11,411.25	11,862.88	12,177.24	12,464.62	12,777.49	13,098.20
Total, Services and Other Operating Expenditures		523,620.70	481,845.45	509,370.82	507,752.80	495,022.03	493,502.12
<b>6. Capital Outlay (obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>							
Sites and Improvements of Sites	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major							
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	2,002.86		0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciations Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		2,002.86	0.00	0.00	0.00	0.00	0.00
<b>7. Other Outgo</b>							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223SO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo							
<b>8. TOTAL EXPENDITURES</b>		1,772,453.65	1,828,747.73	1,905,844.84	1,932,776.21	1,949,922.18	1,983,324.99
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)</b>		316,954.59	78,522.18	108,515.35	90,706.93	55,635.76	1,423.91

Description	Object Code	FY 2020/21 Previous years Totals	Totals for 2021/2022	Totals for 2022/2023	Totals for 2023/2024	Totals for 2022/2023	Totals for 2023/2024
<b>D. OTHER FINANCING SOURCES / USES</b>							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C +D4)</b>							
		316,954.59	78,522.18	108,515.35	90,706.93	55,635.76	1,423.91
<b>F. FUND BALANCE, RESERVES</b>							
<b>1. Beginning Fund Balance</b>							
a. As of July 1	9791	1,307,613.44	1,624,568.03	1,703,090.21	1,811,605.55	1,902,312.48	1,957,948.24
b. Adjustments to Beginning Balance	9793, 9755						
c. Adjusted Beginning Balance		1,307,613.44	1,624,568.03	1,703,090.21	1,811,605.55	1,902,312.48	1,957,948.24
<b>2. Ending fund Balance, June 30 (E + F. 1.c.)</b>							
		1,624,568.03	1,703,090.21	1,811,605.55	1,902,312.48	1,957,948.24	1,959,372.14
<b>Component of Ending Fund Balance (Optional):</b>							
Reserve For Revolving Cash (equals object 9130)	9711	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00	0.00
Reserve for All Others	9719	0.00	0.00	0.00	0.00	0.00	0.00
General Reserve	9730	0.00	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/ Prop 39 planning money	9740		0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/Educator Effectiveness grant	9740		0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/College readiness grant	9740		0.00	0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9789	177,245.37	182,874.77	190,584.48	193,277.62	194,992.22	198,332.50
Other Designations	9750,9775, 9784	177,245.37	182,874.77	190,584.48	193,277.62	194,992.22	198,332.50
Future STRS and PERS increases		1,070,000.00	1,205,000.00	1,205,000.00	1,400,000.00	1,400,000.00	1,400,000.00
Undersigned / Unapproved Amount	9790	198,077.30	130,340.66	223,436.59	113,757.24	165,963.80	160,707.15
		0.121926134	0.076531861	0.123336223	0.05979945	0.084764143	0.082019715





Current (7/22)

**SSC School District and Charter School Financial Projection Dashboard  
2021–22 Enacted State Budget**

This version of the School Services of California Inc. (SSC) Financial Projection Dashboard is based on the 2021–22 Enacted State Budget. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

<b>LCFF PLANNING FACTORS</b>					
<b>Factor</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>	<b>2023–24</b>	<b>2024–25</b>
Department of Finance Statutory COLA	2.31%	1.70% <sup>1</sup>	2.48% <sup>2</sup>	3.11% <sup>2</sup>	3.54% <sup>2</sup>
Planning COLA	0.00%	5.07% <sup>3</sup>	2.48%	3.11%	3.54%

<b>LCFF GRADE SPAN FACTORS FOR 2021–22</b>				
<b>Entitlement Factors per ADA*</b>	<b>K–3</b>	<b>4–6</b>	<b>7–8</b>	<b>9–12</b>
2020–21 Base Grants	\$7,702	\$7,818	\$8,050	\$9,329
Mega COLA at 5.07%	\$391	\$397	\$408	\$473
2021–22 Base Grants	\$8,093	\$8,215	\$8,458	\$9,802
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$842	–	–	\$255
2021–22 Adjusted Base Grants <sup>4</sup>	\$8,935	\$8,215	\$8,458	\$10,057

\*Average daily attendance (ADA)

<b>OTHER PLANNING FACTORS</b>						
<b>Factors</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>	<b>2023–24</b>	<b>2024–25</b>	
California CPI	2.40%	3.96%	2.65%	2.36%	2.51%	
California Lottery	Unrestricted per ADA	\$169.72	\$163.00	\$163.00	\$163.00	\$163.00
	Restricted per ADA	\$73.63	\$65.00	\$65.00	\$65.00	\$65.00
Mandate Block Grant (District)	Grades K–8 per ADA	\$32.18	\$32.79	\$33.60	\$34.64	\$35.87
	Grades 9–12 per ADA	\$61.94	\$63.17	\$64.74	\$66.75	\$69.11
Mandate Block Grant (Charter)	Grades K–8 per ADA	\$16.86	\$17.21	\$17.64	\$18.19	\$18.83
	Grades 9–12 per ADA	\$46.87	\$47.84	\$49.03	\$50.55	\$52.34
Interest Rate for Ten-Year Treasuries	1.26%	2.14%	2.60%	2.70%	2.80%	
CalSTRS Employer Rate <sup>5</sup>	16.15%	16.92%	19.10%	19.10%	19.10%	
CalPERS Employer Rate <sup>5</sup>	20.70%	22.91%	26.10%	27.10%	27.70%	
Unemployment Insurance Rate <sup>6</sup>	0.05%	0.50%	0.50%	0.20%	0.20%	

<b>STATE MINIMUM RESERVE REQUIREMENTS</b>	
<b>Reserve Requirement</b>	<b>District ADA Range</b>
The greater of 5% or \$71,000	0 to 300
The greater of 4% or \$71,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

<sup>1</sup>Applies to Child Nutrition, Preschool, Foster Youth, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.

<sup>2</sup>Amounts carried forward from the May Revision as they do not materially differ from COLA calculated by independent economist, and the Department of Finance has not provided updated figures.

<sup>3</sup>Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.

<sup>4</sup>Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

<sup>5</sup>California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS) rates in 2021–22 are final. Rates in the following years are subject to change based on determination by the respective governing boards.

<sup>6</sup>Unemployment rate in 2021–22 and 2022–23 are final based on the 2021 State Enacted Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2)0





## **Redwood Academy of Ukiah**

**First Interim Report and Budgets for  
2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026**

**December 14<sup>th</sup>, 2021  
James Switzer, CFO, Treasurer**

**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

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**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

Redwood Academy of Ukiah is required to submit the First Interim Report for 2021-2022 and we have also submitted budgets for the four subsequent years, 2022-2023, 2023-2024, 2024-2025, and 2025-2026. The following narrative provides the major assumptions used in the preparation of the Charter School's 2021-2022 First Interim Report and subsequent budgets.

**The Governor's State Budget**

**Current year funding**

This year's budget package continues to be a complex one. With State and Federal Funding continuing to come in to help with returning students to the classroom, budgeting all of this funding has become a complex issue of keeping track of the many different sources of income as well as keeping up with the myriad of expenditure plans that need to be written and the requirements of presenting those plans. Of course, all of these sources of income and subsequent plans will be the subjected to audit tests and scrutiny by stakeholders.

Our COLA for LCFF of 5.07% represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%. COLA funding in future years continues to meet statutory rates at 2.48% in 2022-2023 and increases up to 3.54% in 2024-2025 according to latest estimates.

Here is a quick summary of the various funding sources that are in our budgets: Federal funding in the forms of Esser II, III and Learning loss grants continues to fund many of the expenses incurred in starting back to in-person learning at school. Esser II has a spending deadline of 9/30/22, while Esser III which required a spending plan and Esser learning loss funding, earmarked for specific expenses, have a deadline of 9/30/24, and thus will be spread out over the next few years. These funding deferrals are outlined on the single year budgets presented with these reports.

State funding, some of which is now being supported by federal dollars, has been split into many funding streams, mostly through the Expanded Learning Opportunity program (ELO). These funds, once again, required a specific expenditure plan, and will be subject to reports and audits. This funding started out as a state funded grant, but with Federal backfilling, it split into other components, the total being still approximately the same (about \$100,688 for Redwood). One component is specifically for the hiring and retention of a paraprofessional, that we have used to hire two part time tutors used throughout the day in several of our classes.

**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

. Some of our ELO funding, resources specifically 7425 and 7426 (the paraprofessional part) had to be recognized in the first year we received it, which was 2020-2021. We were not able to expend all of these funds in that year, so some of the expenses show up in 2021-2022 without the subsequent revenue.

New state funding this year comes by way of the Educator Effectiveness grant, which allows expenditures to run through the 2026 fiscal year. The amount for this is \$30,077 and will be used primarily for new teacher induction fees, and other teacher trainings that are outlined in yet another required expenditure plan.

Another new grant that we know very little bit about right now is the A-G Completion Improvement Grant. At this time there is little information about this grant and its requirements, including the amount of funding, so this has been left off of our budgets for now and will hopefully be updated by next interim budgets. .

See Table A in the appendix for current estimates of funding rates, benefit rates and salary COLAs. The LCFF funding rates per ADA are from the FCMAT calculator posted on their website with projected ADA and free and reduced information for Redwood Academy. The calculator summary page is shown in Appendix C, along with the calculator tab section displayed in Appendix D.

For the last two years during COVID, our ADA has been based on our P-2 in February of 2020, as we were forced to go to long distance learning once the pandemic hit. District LEAs are still held harmless on their ADA one more year, while charter schools have to report ADA for the current school year, which has dropped significantly. It is hard to predict our ADA at this time using enrollment figures, as we are still doing independent study for some students who have not returned to live classrooms, and the lag time in turning in and accounting for ADA through that process could further hurt our ADA. As of CBEDS, we have almost an 11 ADA drop in projected P-2 estimates, but, as mentioned, this may even be worse. We are estimating to return to a more normal enrollment and attendance patterns starting next year, hopefully with the pandemic behind us by then.

Other state funding comes from the Mandated Cost Block Grant available to charter schools now. This is the same as figured last year at \$16.86 per ADA for lower grades and \$46.87 for 9-12th grades.

Projected Lottery estimates are from the CDE website. State Lottery estimates are very similar to last year's, with unrestricted at \$163 per ADA, and restricted funds at \$65 per ADA. Finally, our local Prop 39 payment from UUSD in lieu of actual buildings and space is agreed upon every three years; this year it is \$173 per ADA.

Other funding comes in from the Federal Government in the form of Title I, Title II, Title IV and Title V, the Rural and Low-income School Grant, available in years when the SRSA, Small

## Redwood Academy of Ukiah

### First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025, 2025-2026

Rural Achievement Program, is not available. Those listed on the top of page 1 of the revised budget are the entitlement amounts as they are listed now with the CDE. These do get revised later in the year. Other Federal funding in the form of ESSER funding, as mentioned before, is being split throughout the years it is available, estimates of that split are on the single budget form. The total spent this year is estimated at \$157,000.

Our projected cashflow for both schools for the next two years is listed in the tables in Appendix B.

### EXPENSES FOR 2021-2022

Our salary and benefits expenses are listed in the 1000-3000 series categories and are figures that are calculated at the beginning of the year and closely monitored. The COLA for this year was figured at 2.5% certificated and classified. PERS is based on the current rate of 22.91%. STRS now is legislatively mandated to increase rates; however, Governor Newsome had mandated some relief for schools last year. See Appendix A for multiyear estimates. These increases are included in our budgets; this year is based on the current rate of 16.92 %, only an increase of about  $\frac{3}{4}$  of a percent from last year, increasing slowly and leveling off at 19.10%. We will see as time goes on if this retirement fund continues to level out in its contribution rates.

Our self-funded Staywell health insurance increased its rates by about 3% this year. Our vision and dental costs reflect current rates, which have not gone up this year.

Spending for materials, the 4000 series shows a large increase over last year (almost \$38,000) as students return to school and we are spending more with the increase in funding, especially purchases to replace broken and outdated chromebooks. The 5000 series, services expenses, does have some Cost of Living adjustments figured in certain categories; other categories we do have some control over. We now know our liability insurance costs (the 5400 series), which this year has increased almost 25%. We will this year look at other liability options, as NCSIG, our insurer for the duration of the existence of the school, has decided to drop charter schools in June 2022. Our special education encroachment amount reflects the large increase we had last year from UUSD and includes an adjustment increase. Also slated for this year is the continuance of some of our educational enrichment programs that we successfully enacted now for five years, including a College Program in coordination with Mendocino College. We do have some special services built in for the next two years, including counseling by the Mendocino Youth Project and tuition for SPACE in an effort to expand after school activities and services. These are built into our various expenditure plans and funded through our one-time grants.

### FUND BALANCES and CASH FLOW

Our beginning fund balance is fairly large, thanks to several positive increases over the past years. Please refer to the cashflow sheets in the First Interim Report; we do have a positive cashflow showing through the next five budget years. This is assuming as mentioned a return to somewhat normal enrollment next year. We have also listed a combined cashflow chart for two years for both schools in Appendix B.

**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

We have the required minimum of 10% of our fund balance reserved, 5% as per our MOU requirements, and then 5% as per our required Financial Stabilization Account, and since these are more than the required \$66,000, that is what we have reserved in these categories. These are funds not to be spent and to be kept as a safeguard against fiscal emergency and unsettled budgetary times. This year's budget ending increase is fairly healthy and we will continue to monitor our financial position and our attendance figures.

**Multi Year Projection**  
**2022-2023,2023-2024,2024-2025,2025-2026**  
**REVENUE PROJECTIONS**

The budgets for 2022-2023 through 2025-2026 are based on funding through the LCFF as shown in Appendix A. We are assuming flat funding from 2021-2022 in Federal programs until more is known. We are also assuming that our ADA will return to normal enrollment, and we will continue to actively market our services.

As noted in the single budget for 2021-2022, some of the revenue that is available to us through the ESSER funding and State ELO programs are not being used all in the one year, and thus excess revenue will be deferred by us to future years, most of it spent by 2023-2024. Some of the new grants , specifically the Educator Effectiveness grant and A-G grants have later expenditure deadlines, and thus will be spread out more over the 2024-2025 and 2025-2026 years.

**EXPENSE PROJECTIONS**

For salaries and benefits categories, we have allowed for increases in teachers' salaries because of step increases built into the salary schedule and have assumed 2.5% COLAs.

We have used CSDC (Charter School Development Center) and School Services estimates for an increase in PERS and now STRS for both years (See Appendix C). These both still remain underfunded programs, and we will see significant increases in future years in PERS. There was some funding relief last year for STRS, and contribution to this system shows an increase next year and then leveling off for the following years. For our health benefits, an increase of 3% is accounted in each of the subsequent years. Textbook purchases are at a maintenance level, allowing for some purchases of new sets as necessary, and major computer expenses should be done now, and only replacement Chromebooks as needed are budgeted.

5000 service and rental series expenses are not so easily controlled, so thus we have some inflation built in. In addition, some allowance for our Special Ed encroachment to increase has been figured into the four years worth of budgets.



**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**FUND BALANCES and CASH FLOW**

Our fund balances show positive increases over the next few years, assuming our ADA recovers to its pre-pandemic levels. We will monitor this and continue to market in order to keep our enrollment up. We presently hope to continue our present level of services and staffing, and to maintain small COLA's for staffing where possible. We are able to make quick decisions as necessary if there is a downturn in the economy and state funding and are not held to long-term leases or labor agreements.

**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**APPENDIX A**  
**ASSUMPTIONS PAGE**

ASSUMPTIONS PAGE		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>LCFF PER ADA</b>						
REDWOOD		\$10,594.00	\$10,871.00	\$11,213.00	\$11,611.00	\$12,022.00
ACCELERATED		\$12,015.00	\$12,084.00	\$12,152.00	\$12,582.00	\$13,035.00
STATUTORY COLA		5.07%	2.48%	3.11%	3.54%	3.54%
<b>LOTTERY PER ADA</b>						
UNRESTRICTED		163	163	163	163	163
RESTRICTED		65	65	65	65	65
<b>SALARY COLAS</b>						
MANAGEMENT		SAME AS BELOW				
CERTIFICATED		2.5%	2.5%	2.5%	2.5%	2.5%
CLASSIFIED		2.5%	2.5%	2.5%	2.5%	2.5%
<b>BENEFITS RATES</b>						
STRS		16.92%	19.10%	19.10%	19.10%	19.10%
PERS		22.91%	26.10%	27.10%	27.70%	27.70%
OASDI		6.20%	6.20%	6.20%	6.20%	6.20%
MEDICARE		1.45%	1.45%	1.45%	1.45%	1.45%
SUI		0.05%	0.05%	0.02%	0.02%	0.02%
WORKERS COMP		1.41%	1.41%	1.41%	1.41%	1.41%
HEALTH PER FTE RATE OF INCREASE		3.00%	2.50%	2.00%	2.00%	2.00%
HEALTH RATE PER FTE		\$17,263.83	\$17,695.43	\$18,049.33	\$18,410.32	\$18,778.53
<b>CPI INDEX</b>						
		3.96%	2.65%	2.36%	2.51%	2.51%
<b>SPED ENCROAHMENT RATE OF INCREASE</b>						
		1184.33	3.00%	3.00%	3.00%	3.00%
			1219.86	1256.46	1294.15	1332.97
<b>FTE per school</b>						
		CERTIFICATED	CLASSIFIED	total		
Redwood		9.42	3.86	13.28		
Accelerated		8.08	6.19	14.27		
<b>TOTAL BOTH SCHOOLS</b>		17.50	10.05	27.55		

**APPENDIX B**

**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**Combined Cash Balances for both schools 2021-2022**

	Estimated Beginning cash	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Redwood	1,666,056	1,624,828	1,506,604	1,543,931	1,501,224	1,468,641	1,523,606	1,591,272	1,551,783	1,598,889	1,649,333	1,608,375	1,630,228
AA	1,624,568	1,587,037	1,473,079	1,520,149	1,480,490	1,456,312	1,514,449	1,600,551	1,565,812	1,613,333	1,673,100	1,636,583	1,631,677
total combined cash in county	3,290,624	3,211,864	2,979,684	3,064,079	2,981,714	2,924,953	3,038,055	3,191,823	3,117,594	3,212,222	3,322,433	3,244,958	3,261,905

**Combined Cash Balances for both schools 2022-2023**

	Estimated Beginning	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Redwood	1,630,228	1,647,674	1,551,268	1,600,942	1,568,449	1,540,777	1,599,788	1,639,058	1,608,097	1,663,284	1,694,354	1,662,667	1,655,459
AA	1,631,677	1,667,058	1,555,732	1,605,059	1,568,586	1,545,358	1,604,256	1,695,510	1,663,246	1,713,054	1,781,778	1,747,990	1,730,366
total combined cash in county	3,261,905	3,314,732	3,107,000	3,206,001	3,137,036	3,086,134	3,204,044	3,334,568	3,271,343	3,376,338	3,476,133	3,410,657	3,385,825

**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025, 2025-2026**

**APPENDIX C**  
**LCFF Calculator Summary page**

Redwood Academy of Ukiah (2330413)	2021-22	2022-23	2023-24	2024-25	2025-26
<b>SUMMARY OF FUNDING</b>					
<b>General Assumptions</b>					
COLA & Augmentation	5.07%	2.48%	3.11%	3.54%	3.54%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%
<b>LCFF Entitlement</b>					
Base Grant	\$1,163,659	\$1,192,518	\$1,229,587	\$1,273,131	\$1,318,247
Grade Span Adjustment	22,034	22,553	23,245	24,108	24,972
Supplemental Grant	126,324	131,276	135,957	140,776	145,767
Concentration Grant	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$1,312,017</b>	<b>\$1,346,347</b>	<b>\$1,388,789</b>	<b>\$1,438,015</b>	<b>\$1,488,986</b>
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
<b>Total LCFF Entitlement</b>	<b>1,312,017</b>	<b>1,346,347</b>	<b>1,388,789</b>	<b>1,438,015</b>	<b>1,488,986</b>
<b>LCFF Entitlement Per ADA</b>	<b>\$ 10,594</b>	<b>\$ 10,871</b>	<b>\$ 11,213</b>	<b>\$ 11,611</b>	<b>\$ 12,022</b>
<b>Components of LCFF By Object Code</b>					
State Aid (Object Code 8011)	\$ 584,222	\$ 618,552	\$ 660,994	\$ 710,220	\$ 1,104,154
EPA (for LCFF Calculation purposes)	\$ 342,963	\$ 342,963	\$ 342,963	\$ 342,963	\$ -
<i>Local Revenue Sources:</i>					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	384,832	384,832	384,832	384,832	384,832
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL FUNDING</b>	<b>1,312,017</b>	<b>1,346,347</b>	<b>1,388,789</b>	<b>1,438,015</b>	<b>1,488,986</b>
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total LCFF Entitlement</b>	<b>1,312,017</b>	<b>1,346,347</b>	<b>1,388,789</b>	<b>1,438,015</b>	<b>1,488,986</b>
<b>SUMMARY OF EPA</b>					
% of Adjusted Revenue Limit - Annual	70.06785065%	70.06785065%	70.06785065%	70.06785065%	0.00000000%
% of Adjusted Revenue Limit - P-2	70.06785065%	70.06785065%	70.06785065%	70.06785065%	0.00000000%
EPA (for LCFF Calculation purposes)	\$ 342,963	\$ 342,963	\$ 342,963	\$ 342,963	\$ -
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 342,963	\$ 342,963	\$ 342,963	\$ 342,963	\$ -
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ 0.21	\$ -	\$ -	\$ -	\$ -
Accrual (from Data Entry tab)	-	-	-	-	-
<b>LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES</b>					
Base Grant (Excludes add-ons for TIG and Transportation)	\$ 1,185,693	\$ 1,215,071	\$ 1,252,832	\$ 1,297,239	\$ 1,343,219
Supplemental and Concentration Grant funding in the LCAP year	\$ 126,324	\$ 131,276	\$ 135,957	\$ 140,776	\$ 145,767
Percentage to Increase or Improve Services	10.65%	10.80%	10.85%	10.85%	10.85%
<b>SUMMARY OF STUDENT POPULATION</b>					
<b>Unduplicated Pupil Population</b>					
Enrollment	129	129	129	129	129
COE Enrollment	-	-	-	-	-
<b>Total Enrollment</b>	<b>129</b>	<b>129</b>	<b>129</b>	<b>129</b>	<b>129</b>
Unduplicated Pupil Count	70	70	70	70	70
COE Unduplicated Pupil Count	-	-	-	-	-
<b>Total Unduplicated Pupil Count</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>	<b>70</b>
Rolling %, Supplemental Grant	53.2700%	54.0200%	54.2600%	54.2600%	54.2600%
Rolling %, Concentration Grant	53.2700%	54.0200%	54.2600%	54.2600%	54.2600%
<b>SUMMARY OF LCFF ADA</b>					
Grades 7-8	37.44	37.44	37.44	37.44	37.44
Grades 9-12	86.41	86.41	86.41	86.41	86.41
<b>LCFF Subtotal</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>
NSS	-	-	-	-	-
<b>Combined Subtotal</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>
<b>Change in LCFF ADA (excludes NSS ADA)</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>	<b>123.85</b>
	Increase	Increase	Increase	Increase	Increase

**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**Appendix D**  
**From LCFF calculator section**

Redwood Academy of Ukiah (2330413)				v.22.2b			
LOCAL CONTROL FUNDING FORMULA				2021-22		2022-23	
<b>LCFF ENTITLEMENT CALCULATION</b>							
<b>STATE AID CALCULATION</b>							
Miscellaneous Adjustments			-				-
Adjusted LCFF Entitlement			1,312,017				1,346,347
Local Revenue (including RDA)			(384,832)				(384,832)
Gross State Aid			<u>\$ 927,185</u>				<u>\$ 961,515</u>
<b>MINIMUM STATE AID CALCULATION</b>							
	<u>12-13 Rate</u>	<u>2021-22 ADA</u>	N/A	<u>12-13 Rate</u>	<u>2022-23 ADA</u>		N/A
2012-13 RL/Charter Gen BG adjusted for ADA	\$ 5,876.42	123.85	\$ 727,795	\$ 5,876.42	123.85		\$ 727,795
2012-13 NSS Allowance (deficited)			-				-
Minimum State Aid Adjustments			-				-
Less Current Year Property Taxes/In-Lieu			(384,832)				(384,832)
Subtotal State Aid for Historical RL/Charter General BG			342,963				342,963
Categorical funding from 2012-13 net of fair share reduction			19,152				19,152
Charter School Categorical Block Grant adjusted for ADA	580.58	123.85	<u>71,905</u>	580.58	123.85		<u>71,905</u>
Minimum State Aid Guarantee Before Proration Factor			434,020				434,020
Proration Factor			0.00%				0.00%
Minimum State Aid Guarantee			<u>\$ 434,020</u>				<u>\$ 434,020</u>
<b>CHARTER SCHOOL MINIMUM STATE AID OFFSET</b>							
LCFF Entitlement			1,312,017				1,346,347
Minimum State Aid plus Property Taxes including RDA			818,852				818,852
Offset			-				-
Minimum State Aid Prior to Offset			434,020				434,020
Total Minimum State Aid with Offset			434,020				434,020
<b>TOTAL STATE AID</b>			<u>\$ 927,185</u>				<u>\$ 961,515</u>
<b>ADDITIONAL STATE AID (Additional SA)</b>			\$ -				\$ -
<b>LCFF Entitlement (before COE transfer, Choice &amp; Charter Supplemental)</b>							
Change Over Prior Year	-6.76%	(95,076)	\$ 1,312,017	2.62%	34,330		\$ 1,346,347
LCFF Entitlement Per ADA			10,594				10,871
Per-ADA Change Over Prior Year	5.36%	539		2.61%	277		
Basic Aid Status (school districts only)			-				-

**Redwood Academy of Ukiah**  
**First Interim Report 2021-2022 and Budgets for year 2022-2023, 2023-2024, 2024-2025,2025-2026**

**Appendix D**  
**From LCFF calculator**  
**Continued**

v.22.2b		v.22.2b		v.22.2b	
2023-24		2024-25		2025-26	
	-		-		-
	1,388,789		1,438,015		1,488,986
	(384,832)		(384,832)		(384,832)
	<u>\$ 1,003,957</u>		<u>\$ 1,053,183</u>		<u>\$ 1,104,154</u>
<u>12-13 Rate</u>	<u>2023-24 ADA</u>	<u>12-13 Rate</u>	<u>2024-25 ADA</u>	<u>12-13 Rate</u>	<u>2025-26 ADA</u>
\$ 5,876.42	123.85	\$ 5,876.42	123.85	\$ 5,876.42	123.85
	N/A		N/A		N/A
	\$ 727,795		\$ 727,795		\$ 727,795
	-		-		-
	-		-		-
	(384,832)		(384,832)		(384,832)
	342,963		342,963		342,963
	19,152		19,152		19,152
580.58	123.85	580.58	123.85	580.58	123.85
	<u>71,905</u>		<u>71,905</u>		<u>71,905</u>
	434,020		434,020		434,020
	0.00%		0.00%		0.00%
	<u>\$ 434,020</u>		<u>\$ 434,020</u>		<u>\$ 434,020</u>
	1,388,789		1,438,015		1,488,986
	<u>818,852</u>		<u>818,852</u>		<u>818,852</u>
	-		-		-
	<u>434,020</u>		<u>434,020</u>		<u>434,020</u>
	434,020		434,020		434,020
	<u>\$ 1,003,957</u>		<u>\$ 1,053,183</u>		<u>\$ 1,104,154</u>
	\$ -		\$ -		\$ -
al)	\$ 1,388,789		\$ 1,438,015		\$ 1,488,986
3.15%	42,442	3.54%	49,226	3.54%	50,971
	11,213		11,611		12,022
3.15%	342	3.55%	398	3.54%	411
	-		-		-

**CHARTER SCHOOL  
FIRST INTERIM BUDGET REPORT**

Charter School Name : Redwood Academy of Ukiah  
CDS# : 23-65615-2330413

Description	Object Code	Unaudited Actuals 20-21	ESTIMATED Actuals 2021- 2022 6/8/2021	Estimated Actuals 2021- 2022 UNRESTRICTED	Estimated Actuals 2021- 2022 RESTRICTED	FIRST INTERIM		FIRST 12/14/2021 RESTRICTED	ACTUALS OCT 31, 2021	% OF ACTUALS TO FIRST INTERIM BUDGET
						12/14/2021 UNRESTRICTED	12/14/2021 RESTRICTED			
<b>A. REVENUES</b>										
1. Revenue Limit Sources										
Education Protection Act	8012									0.00%
State Aid - Current Year	8011	437,671.00	309,964.00	309,964.00	0.00	342,963.00	342,963.00	0.00	95,926.00	27.97%
State Aid - Prior Years	8019	653,323.00	794,883.08	794,883.08	0.00	584,262.78	584,262.78	0.00	179,558.00	30.73%
		-24.00	0.00	0.00	0.00	0.00	0.00			
Tax Relief Subventions (for rev. limit funded schools)	8020-8039		0.00	0.00	0.00	0.00	0.00			
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00	0.00			
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00	0.00			
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00	0.00			
Charter Schools Funding in Lieu of Property Taxes	8096	384,608.00	369,001.00	369,001.00	0.00	384,832.00	384,832.00	0.00	130,843.00	34.00%
Other Revenue Limit Transfers	8091 , 8097									
Total, Revenue Limit Sources		1,475,578.00	1,473,848.08	1,473,848.08	0.00	1,312,057.78	1,312,057.78	0.00	406,327.00	27.57%
2. Federal Revenues										
No Child Left Behind	8290	148,482.13	138,323.00	0.00	138,323.00	204,306.00	0.00	204,306.00	11,425.87	5.59%
Special Education - Federal	8181 , 8182	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Other Federal Revenues	8110 , 8260-829	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Total, Federal Revenues		148,482.13	138,323.00	0.00	138,323.00	204,306.00	0.00	204,306.00	11,425.87	8.26%
3. Other State Revenues										
Mandated Block Grant	8550	5,166.00	5,272.58	5,272.58	0.00	4,778.07	4,778.07	0.00		
Lottery	8560	31,122.98	27,848.06	20,991.00	6,857.06	28,237.60	20,187.41	8,050.19		
All Other State Revenues	8590	40,575.00	72,865.00	1,000.00	71,865.00	79,472.00	1,000.00	78,472.00		
Total, Other State Revenues		76,863.98	105,985.64	27,263.58	78,722.06	112,487.67	25,965.48	86,522.19	0.00	0.00%
4. Other Local Revenues										
Interest	8660	10,827.84	11,000.00	11,000.00	0.00	11,000.00	11,000.00	0.00		
LCSSP grant	8677	5,021.42	5,021.42	0.00	5,021.42	0.00	0.00	0.00	5,375.39	0.00%
All other local	8699	2,909.22	1,000.00	1,000.00	0.00	1,000.00	1,000.00	0.00	123.92	12.39%
Reimbursement from Willits Charter school lunch program	8699		1,000.00	1,000.00	0.00	1,000.00	1,000.00	0.00		0.00%
Prop 39 Transfer	8781	22,144.00	24,209.62	24,209.62	0.00	20,933.00	20,933.00	0.00		0.00%
Total, Local Revenues		40,902.48	42,231.04	37,209.62	5,021.42	33,933.00	33,933.00	0.00	5,499.31	13.02%
5. TOTAL REVENUES										
		1,741,826.59	1,760,387.76	1,538,321.28	222,066.48	1,662,784.46	1,371,956.26	290,828.19	423,252.18	24.04%

Description	Object Code	Unaudited Actuals 20-21	ESTIMATED Actuals 2021-2022 6/8/2021	Estimated Actuals 2021-2022 UNRESTRICTED	Estimated Actuals 2021-2022 RESTRICTED	FIRST INTERIM 12/14/2021	FIRST INTERIM UNRESTRICTED 12/14/2021	FIRST RESTRICTED 12/14/2021	ACTUALS OCT 31, 2021	% OF ACTUALS TO FIRST INTERIM BUDGET
<b>B. EXPENDITURES</b>										
<b>1. Certified Salaries</b>										
Teachers' Salaries	1100	436,435.96	452,638.00	428,094.64	24,543.36	474,238.00	431,199.88	43,038.12	126,575.67	26.69%
Certificated Pupil Support Salaries	1200		0.00	0.00	0.00	0.00	0.00		0.00	
Certificated Supervisors' and Administrators' Salaries	1300	76,120.49	69,652.00	63,202.84	6,449.16	91,347.94	81,014.00	10,333.94	31,563.31	34.55%
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00				0.00	
Total, Certificated Salaries		512,556.45	522,290.00	491,297.47	30,992.53	565,585.94	512,213.88	53,372.06	158,138.98	30.28%
<b>2. Non-certificated Salaries</b>										
Instructional Aides' Salaries	2100	34,941.57	48,763.00	36,897.52	11,865.48	24,000.00	5,269.81	18,730.19	8,427.68	35.12%
Non-certificated Support Salaries	2200	101,744.43	92,576.00	74,389.58	18,186.42	109,583.11	76,851.85	32,731.26	36,403.50	33.22%
Non-certificated Supervisors' and Administrators' Sal.	2300	40,499.55	51,335.00	33,723.00	17,612.00	40,948.50	23,942.63	17,005.87	14,492.06	35.39%
Clerical and Office Salaries	2400	61,772.40	61,306.00	57,514.07	3,791.93	60,950.95	59,591.34	1,359.61	17,749.95	29.12%
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00		0.00			
Total, Non-certificated Salaries		238,957.95	253,980.00	202,524.17	51,455.83	235,482.56	165,655.62	69,826.94	77,073.19	30.35%
<b>3. Employee Benefits</b>										
STRS	3101-3102	79,775.32	88,371.47	83,110.75	5,260.72	95,697.14	87,802.62	7,894.52	26,764.66	27.97%
PERS	3201-3202	43,639.58	58,186.82	45,346.65	12,840.16	53,949.05	37,966.35	15,982.70	17,368.97	32.20%
OASDI / Medicare / Alternative	3301-3302	25,151.01	27,002.68	23,707.89	3,294.79	26,215.41	19,681.29	6,534.12	8,186.29	31.23%
Health and Welfare Benefits	3401-3402	177,391.97	179,716.47	163,247.28	16,469.19	188,866.30	173,263.87	15,602.43	56,557.69	29.95%
Unemployment Insurance	3501-3502	571.53	9,548.12	9,145.26	402.86	4,005.34	3,387.74	617.60	1,290.44	32.22%
Workers' Compensation Insurance	3601-3602	9,307.53	10,906.59	9,772.44	1,134.15	11,255.01	9,573.79	1,681.23	3,229.24	28.69%
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total, Employee Benefits		335,836.94	373,732.15	334,330.27	39,401.87	379,988.26	331,675.65	48,312.61	113,397.29	30.34%
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	3,106.78	4,000.00	1,776.98	2,223.02	13,000.00	581.62	12,418.38	9,260.13	71.23%
Books and Other Reference Materials	4200	258.76	1,000.00	200.36	799.64	1,600.00	34.79	1,565.21	519.42	32.46%
Materials and Supplies	4300	46,888.35	46,000.00	17,361.97	28,638.03	50,000.00	74.65	49,925.35	17,849.37	21.00%
Technology	4300		4,000.00	4,000.00	0.00	35,000.00	0.00	35,000.00		0.00%
Loss Learning Mitigation purchases	4300		0.00	0.00	0.00		0.00			
Misc networking equipment	4300		0.00	0.00	0.00		0.00			
Noncapitalized Equipment	4400	12,185.17	4,000.00	149.79	3,850.21	13,000.00	26.06	12,973.94	7,021.14	54.01%
ONE TIME PURCHASE OF HVAC'S	4400			0.00	0.00		0.00			
ONE TIME PURCHASE OF NETWORKING EQUIPMENT	4400	4,852.68	7,900.00	39.43	7,860.57	7,900.00	774.35	7,125.65	1,856.27	23.50%
Food	4700	67,291.74	66,900.00	23,528.54	43,371.46	120,500.00	1,491.47	119,008.53	36,506.33	54.57%
Total, Books and Supplies		127,929.39	127,900.00	43,813.73	84,086.27	237,500.00	64,403.12	207,428.52	143,197.23	54.42%
<b>5. Services and Other Operating Expenditures</b>										
Subagreements and Services	5100		0.00							
Travel and Conferences	5200	202.00	1,000.00	1,000.00	0.00	500.00	500.00	35.88	87.50	17.50%
Dues and Memberships	5300	2,804.50	3,753.10	3,683.45	69.64	3,757.43	3,721.55	35.88	1,439.50	38.31%
Insurance	5400	13,142.47	13,646.65	13,646.65	0.00	10,166.00	10,166.00		10,166.00	100.00%
Operations and Housekeeping Services	5500	33,327.91	45,824.80	45,824.80	0.00	35,866.20	35,866.20		9,253.05	25.80%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	32,471.09	47,198.23	47,198.23	0.00	47,207.81	47,207.81		9,276.61	19.65%
Professional/Consulting Services and Operating Expend.	5800	236,606.88	304,109.27	253,787.49	50,321.79	235,730.95	206,216.88	29,514.07	21,434.02	9.09%
Communications	5900	11,122.70	10,135.82	3,682.46	6,453.36	11,243.59	8,427.49	2,816.10	1,878.84	16.71%
Total, Services and Other Operating Expenditures		329,677.55	425,667.88	368,823.08	56,844.80	344,471.98	312,105.93	32,366.05	53,535.52	12.58%



Description	Object Code	Unaudited Actuals 20-21	ESTIMATED Actuals 2021- 2022 6/8/2021	Estimated Actuals 2021- 2022 UNRESTRICTED	Estimated Actuals 2021- 2022 RESTRICTED	FIRST INTERIM 12/14/2021	FIRST INTERIM UNRESTRICTED 12/14/2021	FIRST INTERIM 12/14/2021 RESTRICTED	ACTUALS OCT 31,2021	% OF ACTUALS TO FIRST INTERIM BUDGET	
6. Capital Outlay (obj. 6100-6170, 6200-6500 for mod. accr. basis only) Sites and Improvements of Sites Buildings and Improvements of Buildings Books and Media for New School Libraries or Major Expansion of School Libraries Equipment Equipment Replacement Depreciations Expense (for full accrual only) Total, Capital Outlay	6100-6170									0.00%	
	6200									0.00%	
	6300									0.00%	
	6400									0.00%	
	6500									0.00%	
	6900									0.00%	
7. Other Outgo Tuition to Other Schools Transfers of Pass-through Revenues to Other LEAs Transfers of Appointments to Other LEAs - Spec. Ed. Transfers of Appointments to Other LEAs - All Other All Other Transfers Debt Service: Interest Principal Total, Other Outgo	7110-7143								0.00	0.00%	
	7211-7213								0.00	0.00%	
	7221-7223SE								0.00	0.00%	
	7221-7223SO								0.00	0.00%	
	7281-7299								0.00	0.00%	
	7438								0.00	0.00%	
	7439								0.00	0.00%	
8. TOTAL EXPENDITURES		1,484,320.63	1,642,570.02	1,420,503.54	222,066.48	1,646,028.74	1,323,142.55	322,886.20	438,651.31		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)		257,505.96	117,817.74	117,817.74	(0.00)	16,755.71	48,813.72	(32,058.00)			

Description	Object Code	Unaudited Actuals 20-21	ESTIMATED Actuals 2021-7077 6/8/2021	Estimated Actuals 2021-7077 UNRESTRICTED	Estimated Actuals 2021-7077 RESTRICTED	FIRST INTERIM 12/14/2021	FIRST INTERIM UNRESTRICTED 12/14/2021	FIRST RESTRICTED 12/14/2021	ACTUALS OCT 31, 2021	% OF ACTUALS TO FIRST INTERIM BUDGET
D. OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES	8930-8979								0.00	0.00%
	7630-7699								0.00	0.00%
	8980-8999								0.00	0.00%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)										
F. FUND BALANCE, RESERVES 1. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance 2. Ending fund Balance, June 30 (E + F. 1.c.)	9791	1,408,549.96	1,666,055.92		0.00	1,666,055.92				
	9793, 9755									
Component of Ending Fund Balance (Optional): Reserve For Revolving Cash (equals object 9130) Reserve for Stores (equals object 9320) Reserve for Prepaid Expenditures (equals object 9330) Reserve for All Others General Reserve Legally Restricted Balance/ Prop 39 planning money Legally Restricted Balance/Educator Effectiveness grant Legally Restricted Balance/College readiness grant Designated for Economic Uncertainties Other Designations Future STRS and PERS increases Undersigned / Unapproved Amount		1,666,055.92	1,783,873.66			1,682,811.63				
	9711	2,000.00	2,000.00			2,000.00				
	9712	0.00	0.00			0.00				
	9713	0.00	0.00			0.00				
	9719	0.00	0.00			0.00				
	9730	0.00	0.00			0.00				
	9740	0.00	0.00			0.00				
	9740	0.00	0.00			0.00				
	9740	0.00	0.00			0.00				
	9789	149,244.78	164,257.00			164,602.87				
	9750,9775, 978	149,244.78	164,257.00			164,602.87				
		1,200,000.00	1,250,000.00			1,230,000.00				
	9790	165,566.37	203,359.65			121,605.89				
		0.094277453	0.11399891			0.072263516				











Cell: G3

Comment: jswitzer:  
Based on current funding levels on CDE website..

Cell: A5

Comment: jswitzer :  
Based on projections using latest version of the FCMAT LCFF calculator.

Cell: H25

Comment: jswitzer :  
Lottery amount is based on current CCSA and School services projectios.

Cell: B28

Comment: Based on CBEDS enrollment and historical projections to P2

Cell: H44

Comment: Mandate Block Grant projections from School Services .

Cell: H47

Comment: jswitzer:  
Estimate of misc. state programs not included in general funding grant .

Cell: H52

Comment: jswitzer :  
Based on 20-21 figures .

Cell: H56

Comment: Jim Switzer:  
Based on agreement with UUSD, \$173  
per ADA.

Cell: B69

Comment: jswitzer:  
Based on current projected staffing levels.

Cell: E77

Comment: jswitzer:  
Number of full time equivalent positions with H&W benefits.

Cell: B81

Comment: jswitzer:  
Based on curent  
projected staffing levels ..

Cell: E93

Comment: jswitzer:  
Number of full time equivalent positions with H&W benefits.

Cell: F98

Comment: Jim Switzer:  
STRS contribution rate from CSDC and School Services.

Cell: F99

Comment: jswitzer :  
PERS contribution rate from CSDC and School Services.

Cell: F103

Comment: Jim Switzer:  
Reflects premium rates approved by Staywell , 3% increase from 20-21.

Cell: D113

Comment: jswitzer:  
Totals based on projected spending .

Cell: D125

Comment: jswitzer :  
Totals based on projected spending  
and CPI percentages figured into some of the categories.

Cell: H125

Comment: jswitzer :  
From School Services estimates.

Cell: E140

Comment: jswitzer:  
Based on 20-21 costs for SPED from UUSD and projected increase of 5%.

Cell: F142

Comment: Jim Switzer:  
Based on expenses reported at P-2, multiplied by .0033



Cell: F143

Comment: jswitzer:

Reflects 1% oversight fee for districts not providing "substantially rent-free facilities."









Cell: G3

Comment: jswitzer:  
Based on 20-21 with new ESSER funding added.

Cell: A5

Comment: jswitzer :  
Based on projections using latest version of the FCMAT LCFF calculator.

Cell: H22

Comment: jswitzer :  
Lottery amount is based on current CCSA and School services projects.

Cell: B25

Comment: Based on Previous years ADA.

Cell: H42

Comment: Mandate Block Grant projections from School Services .

Cell: H46

Comment: jswitzer:  
Estimate of misc. state programs not included in general funding grant .

Cell: H51

Comment: jswitzer :  
Based on 20-21 figures .

Cell: H55

Comment: Jim Switzer:  
Based on agreement with UUSD, \$173  
per ADA.

Cell: B68

Comment: jswitzer:  
Based on projected staffing levels.

Cell: E76

Comment: jswitzer:  
Number of full time equivalent positions with H&W benefits.

Cell: B80

Comment: jswitzer:  
Based on projected staffing levels ..

Cell: E92

Comment: jswitzer:  
Number of full time equivalent positions with H&W benefits.

Cell: F97

Comment: Jim Switzer:  
STRS projected contribution rate from CSDC and School Services.

Cell: F98

Comment: jswitzer :  
PERS projected contribution rate from CSDC and School Services.

Cell: F102

Comment: Jim Switzer:  
Reflects premium rates approved by Staywell , 3% increase from 20-21.

Cell: F104

Comment: jswitzer :  
Projected SUI rate from School services, large increase as a result of large claims during Covid year.

Cell: D112

Comment: jswitzer:  
Totals based on projected spending .

Cell: D124

Comment: jswitzer :  
Totals based on projected spending  
and CPI percentages figured into some of the categories.

Cell: H124

Comment: jswitzer :  
From School Services estimates.

Cell: E139

Comment: jswitzer:  
Based on 20-21 first invoice costs for SPED from UUSD and projected increase of 3%.

Cell: F141

Comment: Jim Switzer:  
Based on expenses reported at P-2, multiplied by .0033

Cell: F142

Comment: jswitzer:  
Reflects 1% oversight fee for districts not providing "substantially rent-free facilities."

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION-ALTERNATIVE FORM**

Charter School Name : Redwood Academy of Ukiah

CDS# : 23-65615-2330413

Description	Object Code	FY 2020/21	Totals for	Totals for	Totals for	Totals for	Totals for	
		Previous years	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026	
Totals								
<b>A. Revenues</b>								
<b>1. Revenue Limit Sources</b>								
			0.00	0.00	0.00	0.00	0.00	
Education Protection Act	8012	437,671.00	342,963.00	342,963.00	342,963.00	342,963.00	342,963.00	
State Aid - Current Year	8011	653,323.00	584,262.78	733,375.23	779,343.42	832,838.57	888,081.04	
State Aid - Prior Years	8019	-24.00		0.00	0.00	0.00	0.00	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00	0.00	
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00	0.00	
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00	0.00	
Revenue Limit Transfers (for rev. limit funded schools):								
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00	0.00	
Charter Schools Funding in Lieu of Property Taxes	8096	384,608.00	384,832.00	384,832.00	384,832.00	384,832.00	384,832.00	
Other Revenue Limit Transfers	8091 , 8097	0.00						
Total, Revenue Limit Sources		1,475,578.00	1,312,057.78	1,461,170.23	1,507,138.42	1,560,633.57	1,615,876.04	
<b>2. Federal Revenues</b>								
No Child left Behind	8290	148,482.13	204,306.00	145,305.00	72,855.00	72,855.00	47,305.00	
Special Education - Federal	8181 , 8182	0.00	0.00	0.00	0.00	0.00	0.00	
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00	0.00	
Other Federal Revenues	8110 , 8260-829	0.00	0.00	0.00	0.00	0.00	0.00	
Total, Federal Revenues		148,482.13	204,306.00	145,305.00	72,855.00	72,855.00	47,305.00	
<b>3. Other State Revenues</b>								
Mandated Block Grant	8550	5,166.00	4,778.07	5,314.57	5,479.05	5,673.32	5,673.32	
Lottery	8560	31,122.98	28,237.60	30,645.46	30,645.46	30,645.46	30,645.46	
All Other State Revenues	8590	40,575.00	79,472.00	17,594.00	5,749.00	3,829.00	3,829.00	
Total, Other State Revenues		76,863.98	112,487.67	53,554.03	41,873.51	40,147.78	40,147.78	
<b>4. Other Local Revenues</b>								
Interest	8660	10,827.84	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00	
LCSSP grant	8677	5,021.42	0.00	0.00	0.00	0.00	0.00	
All other local	8699	2,909.22	1,500.00	853.00	853.00	853.00	853.00	
Reimbursement from Willits Charter school lunch program	8699		500.00	1,147.00	1,147.00	1,147.00	1,147.00	
Prop 39 Transfer	8781	22,144.00	20,933.00	23,252.92	23,252.92	23,252.92	23,252.92	
Total, Local Revenues		40,902.48	33,933.00	36,252.92	36,252.92	36,252.92	36,252.92	
<b>5. TOTAL REVENUES</b>			1,741,826.59	1,662,784.46	1,696,282.17	1,658,119.84	1,709,889.26	1,739,581.74
<b>B. EXPENDITURES</b>								
<b>1. Certificated Salaries</b>								
Teachers' Salaries	1100	436,435.96	474,238.01	497,292.96	478,669.72	502,248.46	518,823.67	
Certificated Pupil Support Salaries	1200		0.00	0.00	0.00	0.00	0.00	
Certificated Supervisors' and Administrators' Salaries	1300	76,120.49	91,347.94	93,631.64	57,775.08	59,219.46	60,699.94	
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00	
Total, Certificated Salaries		512,556.45	565,585.95	590,924.60	536,444.80	561,467.92	579,523.62	
<b>2. Non-certificated Salaries</b>								
Instructional Aides' Salaries	2100	34,941.57	24,000.00	24,600.00	19,245.93	19,727.08	20,220.26	
Non-certificated Support Salaries	2200	101,744.43	109,583.11	112,322.69	115,175.55	118,054.94	121,006.31	
Non-certificated Supervisors' and Administrators' Sal.	2300	40,499.55	40,948.50	41,972.21	29,126.03	29,854.18	30,600.54	
Clerical and Office Salaries	2400	61,772.40	60,950.95	62,474.73	67,447.78	69,133.97	70,862.32	
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00	
Total, Non-certificated Salaries		238,957.95	235,482.56	241,369.63	230,995.29	236,770.17	242,689.43	

Description	Object Code	FY 2020/21	Totals for	Totals for	Totals for	Totals for	Totals for
		Previous years	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
<b>3. Employee Benefits</b>		<b>Totals</b>					
STRS	3101-3102	79,775.32	95,697.14	112,866.60	102,460.96	107,240.37	110,689.01
PERS	3201-3202	43,639.58	53,949.06	62,997.47	62,599.72	65,585.34	67,224.97
OASDI / Medicare / Alternative	3301-3302	25,151.01	26,215.41	27,033.18	25,449.59	26,254.20	26,968.83
Health and Welfare Benefits	3401-3402	177,391.97	188,866.30	193,587.96	179,229.89	182,814.49	186,470.78
Unemployment Insurance	3501-3502	571.53	4,005.34	4,161.47	1,534.88	1,596.48	1,644.43
Workers' Compensation Insurance	3601-3602	9,307.53	11,255.01	11,693.73	10,782.53	11,215.25	11,552.09
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total, Employee Benefits</b>		<b>335,836.94</b>	<b>379,988.27</b>	<b>412,340.42</b>	<b>382,057.57</b>	<b>394,706.12</b>	<b>404,550.11</b>
<b>4. Books and Supplies</b>							
Approved Textbooks and Core Curricula Materials	4100	3,106.78	13,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Books and Other Reference Materials	4200	258.76	1,600.00	1,000.00	1,000.00	1,000.00	1,000.00
Materials and Supplies	4300	46,888.35	50,000.00	43,500.00	44,500.00	45,500.00	46,500.00
Technology	4300		35,000.00	1,500.00	1,500.00	1,500.00	1,500.00
Loss Learning Mitigation purchases	4300						
Misc networking equipment	4300						
Noncapitalized Equipment	4400	12,185.17	13,000.00	3,000.00	3,000.00	3,000.00	3,000.00
ONE TIME PURCHASE OF HVACS	4400						
ONE TIME PURCHASE OF NETWORKING EQUIPMENT	4400						
Food	4700	4,852.68	7,900.00	7,900.00	7,900.00	7,900.00	7,900.00
<b>Total, Books and Supplies</b>		<b>67,291.74</b>	<b>120,500.00</b>	<b>62,900.00</b>	<b>63,900.00</b>	<b>64,900.00</b>	<b>65,900.00</b>
<b>5. Services and Other Operating Expenditures</b>							
Subagreements and Services	5100	0.00	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	202.00	500.00	500.00	1,000.00	1,000.00	1,000.00
Dues and Memberships	5300	2,804.50	3,757.43	3,857.01	3,948.03	4,047.13	4,148.71
Insurance	5400	13,142.47	10,166.00	10,435.40	10,681.67	10,949.78	11,224.62
Operations and Housekeeping Services	5500	33,327.91	35,866.20	33,174.57	33,957.49	34,809.82	35,683.55
Rentals, Leases, Repairs, and Noncap. Improvements	5600	32,471.09	47,207.81	48,458.81	48,610.39	48,833.90	49,058.44
Professional/Consulting Services and Operating Expend.	5800	236,606.88	235,730.95	242,129.33	248,319.56	254,628.22	261,088.05
Communications	5900	11,122.70	11,243.59	11,541.55	11,813.93	12,110.46	12,414.43
<b>Total, Services and Other Operating Expenditures</b>		<b>329,677.55</b>	<b>344,471.98</b>	<b>350,096.67</b>	<b>358,331.07</b>	<b>366,379.32</b>	<b>374,617.80</b>
<b>6. Capital Outlay (obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>							
Sites and Improvements of Sites	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major							
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciations Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total, Capital Outlay</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>7. Other Outgo</b>							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-72235E	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-72235O	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total, Other Outgo</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>8. TOTAL EXPENDITURES</b>		<b>1,484,320.63</b>	<b>1,646,028.76</b>	<b>1,657,631.31</b>	<b>1,571,728.73</b>	<b>1,624,223.53</b>	<b>1,667,280.96</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)</b>		<b>257,505.96</b>	<b>16,755.70</b>	<b>38,650.86</b>	<b>86,391.11</b>	<b>85,665.73</b>	<b>72,300.78</b>



Description	Object Code	FY 2020/21	Totals for	Totals for	Totals for	Totals for	Totals for
		Previous years	2021/2022	2022/2023	2023/2024	2022/2023	2023/2024
<b>D. OTHER FINANCING SOURCES / USES</b>							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C +D4)</b>							
		257,505.96	16,755.70	38,650.86	86,391.11	85,665.73	72,300.78
<b>F. FUND BALANCE, RESERVES</b>							
<b>1. Beginning Fund Balance</b>							
a. As of July 1	9791	1,408,549.96	1,666,055.92	1,682,811.62	1,721,462.48	1,807,853.59	1,893,519.32
	9793 , 9755						
c. Adjusted Beginning Balance		1,408,549.96	1,666,055.92	1,682,811.62	1,721,462.48	1,807,853.59	1,893,519.32
2. Ending fund Balance, June 30 (E + F. 1.c.)		1,666,055.92	1,682,811.62	1,721,462.48	1,807,853.59	1,893,519.32	1,965,820.10
Component of Ending Fund Balance (Optional):							
Reserve For Revolving Cash (equals object 9130)	9711	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00	0.00
Reserve for All Others	9719	0.00	0.00	0.00	0.00	0.00	0.00
General Reserve	9730	0.00	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/ Prop 39 planning money	9740	0.00	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/Educator Effectiveness grant	9740	0.00	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/College readiness grant	9740	0.00	0.00	0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9789	149,244.78	164,602.88	165,763.13	157,172.87	162,422.35	166,728.10
Other Designations	9750,9775 , 978	149,244.78	164,602.88	165,763.13	157,172.87	162,422.35	166,728.10
Future STRS and PERS increases		1,200,000.00	1,230,000.00	1,230,000.00	1,230,000.00	1,230,000.00	1,230,000.00
Undersigned / Unapproved Amount	9790	165,566.37	121,605.86	157,936.21	261,507.84	336,674.62	400,363.91
		0.099376238	0.072263504	0.091745371	0.144651008	0.177803634	0.203662536



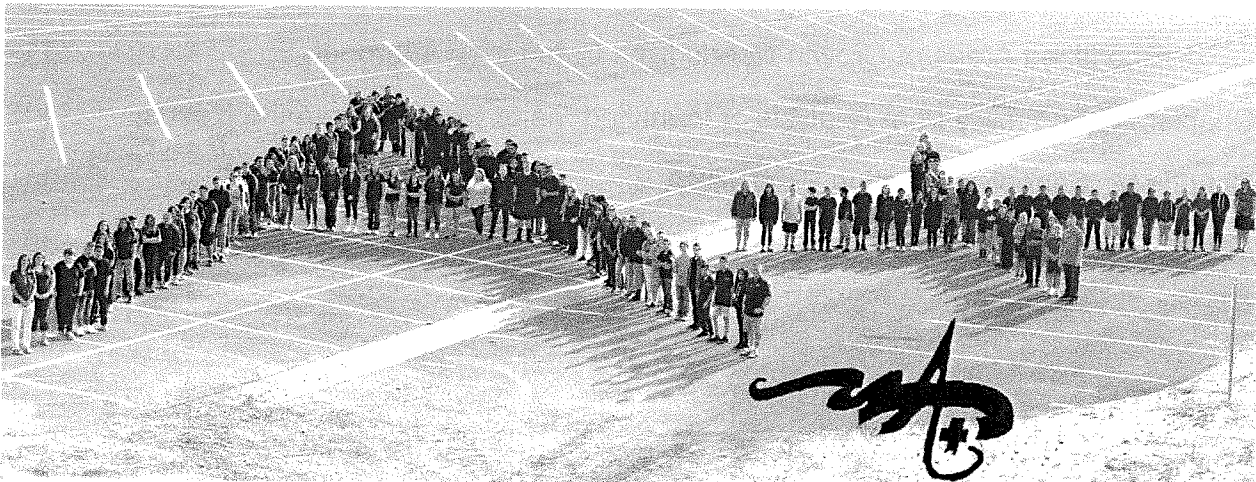
# Accelerated Achievement Academy

## SELF-STUDY REPORT

1031 N. State St.  
Ukiah, CA 95482  
707-463-7080

February 14-16, 2022

ACS WASC/CDE Focus on Learning Accreditation Manual,  
2019 Edited Edition (2020-2021/2021-2022 SY Visits)



### Charter Academy of the Redwoods

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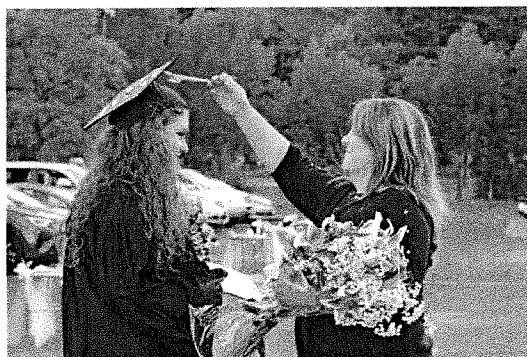
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## Preface

The Self-Study completed by Accelerated Achievement Academy (AAA) used the process established by the Focus on Learning Joint WASC/CDE Process Guide, 2019 Edition as a guide. Given the small size of our school and staff, some modifications to the format of the focus groups and process for completing the self-study were necessary.

In the fall of 2021, the Principal began updating the Student/Community Profile and completed the writing of Chapters I, II and III section A of the self-study with staff feedback. In August of 2021, the staff was divided into four groups to complete Chapter IV of the self-study and continued to work on it through October. The staff reviewed the previous WASC full self-study, action plans, and critical areas of need. In November the staff met to identify Critical Learner Needs based on an analysis of the data provided in Chapters I, II, and III. In late November the self-study was given to parents and members of the Board of Directors for review and feedback. A review of the LCAP, SPSA, critical learner needs, and feedback from stakeholders was used to inform the action plan. It was submitted to the Board of Directors for approval in December. The School Site Council will continue to monitor the WASC action plan at their first meeting each year. The Principal, with stakeholder input, will continue to revise the action plan on an annual basis as needed.

## Chapter I: Progress Report

### Significant Development

Since the last self-study there have been some changes to the school. AAA has seen some staff changes. Three teachers and the Student Services Coordinator have left since the last self-study. One teacher and the Academic Services Coordinator retired. The teacher was replaced with Ms. Annessa Musgrove as the science teacher. The Academic Services Coordinator position was replaced by the Student Services Coordinator position. The duties of the position did not change. The Technology Coordinator, Melinda Decker, moved into the position of Student Services Coordinator. She maintained some of the technology responsibilities while other responsibilities were contracted out to a technology firm. The goal is to transition the technology responsibilities to other staff as they are trained. The CTE teacher left teaching to pursue a different career. Melinda Decker is teaching a CTE course this year while a replacement is found for next year. The final teacher was replaced by Mrs. Heather Martin in 2017. There have been some changes to support staff that have had little impact on the educational program. However, one support staff left at the beginning of this year to pursue a teaching position that has impacted the after school program. Because of the staff's departure the school has not been able to offer the after school tutorial to grades 7-12. These students still have access to after school help hours with their teachers, but not after school tutorial which is similar to study hall.

AAA has begun a shift to a more career focused mission. The high school program has added a career exploration class to the 9th grade that introduces students to at least four different career pathways. Next year a career exploration class will be added to the 10th grade that will introduce students to at least four additional career pathways. The 11th and 12th grade students focus on jobs skills and attainment as well as developing post-secondary plans in their Advisement class. The 11s and 12s also complete a CTE pathway and have the opportunity to take college classes both on campus and at the local junior college. With the loss of our CTE teacher, a new Child Development and Education CTE pathway is being developed with the first class being offered this year.

With the additional funding provided by the state and federal government as part of the ELO Grant and ESSER funding, the school has contracted with two outside agencies to provide additional programs to our students. We have partnered with the Mendocino Youth Project to provide counseling services part-time on campus. We have also partnered with SPACE to provide after school visual and performing arts classes to any student interested.

### Critical Areas of Follow Up

#### Action Plan Goals

***1. The Board, together with all stakeholders, will continue to develop a long-range facility improvement plan to better support student access to the academic program.***

*Accelerated Achievement Academy* unfortunately has not been able to make progress on this goal. The school explored developing land adjacent to its sister school, but the space, traffic issues and finances did not make the location viable. Since then the school has continued to research funding options, investigate other locations that are in close proximity to Redwood Academy or that are large

enough for both schools to relocate. However, declining enrollment has slowed the process with uncertainty about the ability to afford increased facility costs as a result of a loan payment versus rent. Currently the school receives the facilities grant to reimburse the school approximately 75% of its rent costs. That is not available with a loan payment.

Currently, the school is investigating a piece of land just north of its sister school as a possible long term rental and development agreement so that it may continue to receive the facilities grant.

**2. *The administration and staff develop a plan to increase course offerings to meet student academic needs.***

AAA added all planned courses resulting in a CTE pathway, dual enrollment courses, fitness course, and a Spanish course. The school has plans to revise the course offerings to provide two career exploration classes, one in 9th grade and one in 10th grade. Students will explore different CTE pathways in an effort to expose them to the many career paths available to them. Then as 11th and 12th graders they will create specific post-secondary plans for after graduation.

**Additional Visiting Committee Recommendations**

**3. *The administration and staff continue to develop a technology plan to increase access to hardware and software that expands options in technology instruction and student use.***

The staff created a multi-phase priority list of technology requests. All items within phase 1 and 2 were purchased. The items in phase 3 were not viewed as essential items, but rather wish list items. A major technology focus was to improve the school's antiquated network. The school completely updated its network and has since had virtually no issues. Additionally, post distance learning the school had to invest in all new Chromebooks for students. The damage to the computers from home use during distance learning, the number of computers not returned, and the aging technology required all of the Chromebooks be replaced.

**4. *The staff and administration will continue to provide guidance services and programs to that include a four-year plan that is reviewed annually, to better inform students of course selection and post-graduation planning beginning in the 9th grade, thereby increasing student college and career readiness.***

Prior to the pandemic the school had begun to make strides to improve our guidance services and programs. The school's college and career readiness indicator began to show improvements and more students were graduating with specific postsecondary goals. However, the school is currently in a rebuilding process. The former Academic Services Coordinator retired at the end of the 2020 school year. She was replaced with Melinda Decker, the former Technology Coordinator. Distance learning slowed her transition to the position. This is her first full year in the position, but she is still managing some of the technology. We are in the process of transitioning those duties to someone else for next year. Our goal is for Ms. Decker to be able to fully embrace the position next year and begin to fully provide our post-secondary support systems.

## Chapter II: Student/Community Profile and Supporting Data and Findings

### A. General Background/History

#### Community

*Accelerated Achievement Academy* is located in Ukiah, the county seat of Mendocino the county population has maintained at approximately 87,000. Located two hours north of San Francisco and three hours west of Sacramento, Ukiah is a small town of approximately 17,000. The community is galvanized by discussions of housing growth, local control, the future of independently owned business, and increases in big box stores, in large part, to infrastructure limits in the water, sewage and roadways.

Employment in Ukiah and the surrounding area is provided largely by the retail and service industry as tourism increases. Agriculture also plays a significant role in the employment for the county. Major industries include wineries, vineyards, wood products and marijuana crops. The number of small non-agricultural types of manufacturers and service industries continues to rise while timber industry activities are in decline. Known as the southern tip of the “Emerald Triangle,” the community is impacted by redwoods, vineyards, and marijuana cultivation. Though politically diverse, the community is considered liberal; Artists, visual and performing, make an important contribution to the local culture.

Students have numerous educational options. Fourth and fifth grade students attend one of six elementary schools in the area. Some sixth grade students have the option to attend one of these elementary schools while others are required to attend one of the two middle schools. Seventh through twelfth grade students in the Ukiah area may attend either of two middle schools, a comprehensive high school of approximately 1,647 students, or a continuation school in Ukiah Unified School District (UUSD). UUSD also has an independent study academy. In total the district has 11 schools with an enrollment of approximately 6,499. The city also has five charter schools enrolling approximately 650 students, three private schools for grades K-12, two of which have religious affiliations; it is unclear how many students are still being homeschooled following the pandemic.

The community is currently confronting adolescent issues related to gang violence and drug/alcohol use as well as chronic absenteeism. These issues are currently identified as issues facing students at *Accelerated Achievement Academy* to various degrees. The most pressing is chronic absenteeism. The school participated in a three year grant to address chronic absenteeism. The school was showing improvement prior to the pandemic, but efforts were deeply impacted by distance learning. Now that students have returned to on campus learning, absenteeism has increased due to quarantine requirements, stricter requirements regarding attending school while ill, and a general struggle to get students back into the practice of attending school.

Many *Accelerated Achievement Academy* high school graduates attend Mendocino College which offers 57 two-year Associate degrees and 41 Certificates of Achievement (*Source: [www.mendocino.edu](http://www.mendocino.edu)*). The college also has articulation agreements with several nearby community colleges as well as private and out of state universities.



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Ukiah Unified is *Accelerated Achievement Academy's* charter-granting agency. Approximately 5% of *Academy* students are non-residents coming from the area served by Lakeport Unified School District in Lake County to the east and Willits Unified School District approximately thirty miles to the north. The distance between these communities makes transportation difficult generally limiting participation to those whose parents work in Ukiah.

### Staff

*Accelerated Achievement Academy* has two Co- Executive Directors and Chief Fiscal Officer. One of the Co-Executive Directors began as a teacher at *Redwood Academy of Ukiah*, our sister school, the first year it opened. The other Co-Executive Director, who also serves as Accelerated's principal, began as a teacher at AAA the first year it opened, and continues to teach two classes. The CFO has been with the organization since 2002. Of the four full-time teachers, one has been with the school since the third year. The second began as an instructional assistant in 2005, continued as an intern and is now a fully credentialed teacher at AAA. The third also began as an instructional assistant in 2010, however, he already had his credential and became a full time teacher nine years ago. The final teacher began at AAA seven years ago. Eight teachers share instructional duties with Redwood. Of the eight teachers, one began three years ago and one began five years ago. The remaining six teachers have been at the school for seven or more years. AAA also has one part-time CTE teacher that is also the Student Services Coordinator. The school also has a part-time teacher that was hired this year to provide academic support within the classrooms. All teachers are credentialed with 100% of core subjects taught by "highly qualified" teachers in keeping with federal requirements and state law which requires charter school teachers to be credentialed for core and college preparatory classes.

The students and teaching staff are supported by an office manager and a bilingual office clerk. The school has a Student Services Coordinator (SSC) who teaches Advisement and a dual enrolment college class on our campus. The Student Services Coordinator monitors student grades, helps students create and implement their post-secondary plans, and organizes school events. Currently, the SSC also manages the student information system and some of school's software programs. This is a temporary arrangement while the school transitions the duties to another person. The CFO has been with the school since it opened, but only as CFO for the last nine years. The school has four instructional assistants, all of whom also have duties at *Redwood*. The school also has two campus aides that are shared with our sister school. The instructional assistants and campus aides are responsible for crossing guard, student supervision, and supporting teachers. Two of the instructional assistants are responsible for non-core classes or prep coverage. The school will be transitioning these non-core classes to credentialed teachers by the 2025 deadline. On the occasions that a substitute is needed, Accelerate has two substitutes available. If a substitute is not available, regular staff members will conduct the classes.

All employees, certificated and classified, are considered part of the professional staff. The staff has 7 men and 19 women ranging in age from mid-twenties to early sixties. Two are Hispanic; all others are white; two are bi-lingual English/Spanish. Three are the parents of current or former students.

All staff members have been selected for their willingness to work as at-will employees at a school where commitment to working collaboratively is fundamental and where adherence to the school's

mission is unifying.

### School Overview

*Accelerated Achievement Academy (AAA)* is a small public charter school for grades 4-12 that opened in the fall of 2002. The intent of the school is to serve struggling students who have had little success previously in school, and are likely behind in skills and/or credits. Its mission is to accelerate student achievement toward a successful future in a safe, challenging, well-managed charter school. The school meets the needs of approximately 145 adolescents who are representative of the region. The AAA's eight classes and office are centrally located in Ukiah on property leased from a private owner and the Redwood Empire Fairgrounds, property of the 12<sup>th</sup> Agricultural District of the State of California. The school is governed by *Charter Academy of the Redwoods (CAR)*, a non-profit public benefit corporation established in 1999. Its founders, Roderick and Kimberly Logan, are recipients of the Hart-Vision Award for Charter School Leadership for 2006. They have since retired.

Now in its 20th year, *Accelerated Achievement Academy* is applying for accreditation renewal. AAA received an initial visit in October 2006. It completed its first full self-study in spring 2010 and received a six year accreditation with a midterm review that expires June 2016. Its current term is a six year accreditation with a midterm review that expires June 2022.

### Schoolwide Learner Outcomes

The Schoolwide Learner Outcomes were revised at the last self-study to greater reflect what the staff believes are the skills and knowledge needed to have a successful future in the 21<sup>st</sup> century. They have remained unchanged.

#### **AAA students will be...**

Critical thinkers who:

- Make connections between information and arguments
- Question and use reason effectively
- Problem solve and persevere when met with a challenge
- Apply mathematics to solve real world situations

Literate individuals who:

- Effectively communicate both in writing and verbally
- Analyze and evaluate information to create new knowledge and understandings

Globally aware individuals who:

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- Understand the impact of historical events on the modern day
- Follow current events that are shaping the modern world
- Understand their role as citizens
- Understand the natural world and the impact humans have on the natural world

Self-sufficient individuals who:

- Are computer literate
- Are able to budget and manage finances
- Understand the importance of nutrition, fitness, and health
- Work well with others and maintain positive relationships
- Set goals and develop a plan for their future

### LCAP 2021-2022 (Appendix A)

Stakeholders provide input at the annual parent advisory meeting, School Site Council meeting, staff meetings and board meetings. Students and parents also provide feedback on the school program through annual surveys.

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

Metric: Average score on CAASPP as reported on the California Dashboard.

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

Metric: The percentage of seniors who have a post-secondary plan as measured on the end of year student surveys.

Goal 3: Increase the rate of unconditional promotions to the next grade.

Metric: Unconditional promotion rate

Goal 4: Foster a positive school climate

Metric: Student survey question results-successful, happy, safe

## **B. School Program Data**

### General Education Program

Students in grades four through seven are in self-contained classrooms receiving core instruction

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of Language Arts, math, science and social studies from one teacher. All of the self-contained teachers receive a prep period where students are supervised by an instructional assistant. Students complete assignments or work in supplemental computer programs such as Moby Max or IXL to build skills.

Students in grade 8 have two core teachers. Their primary core teacher has them for Advisement, Language Arts, and U.S. History. Their other core teacher has them for math and Physical Science. They also participate in a tutorial class and a Fitness/Learning Lab class. In Learning Lab students work on remedial math skills.

Students in high school participate in the four core classes of English, history, math and science depending on the grade level. Additionally, they all have an Advisement and tutorial class. The students also have electives as part of their schedule, although the options are very limited. The school offers a Career Exploration 9 class to grade 9. Grade 10 currently takes Intro to Spanish, but beginning next year, they will take a Career Exploration 10 class. These two classes explore at least 4 career pathways each year. The school offers a CTE pathway in Child Development and Education. The school also offers a Life Skills class to seniors.

Students in grades 8-12 begin the day in Advisement. Advisement provides a forty minute time period for the students to meet with the same teacher daily. During advisement students meet three goals: develop programs for community assembly, prepare for school events such as Spirit Week, and work on improving reading and math skills. Juniors and seniors also focus on career and college planning in Advisement as well as job skill attainment.

All students participate in Tutorial. In Tutorial students complete work not finished during the regular class period. The instructor monitors students' grades and reviews them with the students as needed. Juniors and seniors missing credits from previous years needed to graduate also participate in Grad Path, a class where the student is given the opportunity to make up the credits in an independent study format. Juniors and seniors in good academic standing have the opportunity to leave early multiple days a week to attend college classes or take the college class provided on campus. Once students have completed two college classes, students may leave to volunteer or work.

Students at AAA do not participate in an A-G course study. The school focuses on preparing students for junior college, certificate programs, and training programs. AAA's sister school, Redwood Academy, is focused on completing the A-G requirements.

AAA has not provided long-term independent study in the past. However, due to the pandemic, AAA is running a long term IS program this year. Currently only six students are participating in long term IS. The school uses Edgenuity online to provide the curriculum for long term IS with a teacher that meets with and monitors student progress. It is not the intention of the school to continue to offer a long term IS program after this year.

Students struggling to pass classes are encouraged to attend an after school Tutorial offered twice a week. Each teacher also offers a help hour once a week to provide one-on-one tutoring to their students. Additionally, all teachers will make alternate arrangements to help students after school as needed. The school has two tutors that also provide support within the classroom to any student

who needs it.

All EL students receive ELD support in English. SDAIE techniques are also used by the teachers to further support EL learning. Students scoring a one or two on the ELPAC receive additional pull-out ELD instruction by a credentialed teacher. AAA chooses not to accept Title III funds.

AAA contracts with Ukiah Unified School District to provide Special Education services to our students. Ukiah Unified provides a Resource teacher and aide. It also provides all services associated with SPED including speech and language, counseling, school psychologist, and school nurse. AAA monitors and provides accommodations to 504 students appropriate to their needs.

The majority of the AAA student population is considered socio-economically disadvantaged. This also includes our small number of migrant, foster and homeless youth. All of the additional support programs are designed to benefit all our students, but provide the most benefit to our special populations. The Title I funds are used to provide all our tutorial classes so students will have the extra support needed to complete their assignments. It is also used to provide the additional help hours provided by teachers. Title II funds are used to provide professional development to teachers. This year the staff is focused on fostering positive school and classroom environments in an effort to re-engage students in school. The school participates in professional development based on the "Teach Like a Champion" series prior to school starting and continued during PLC time in the fall to explore specific techniques.

#### Extracurricular Activities

Students in grades four through twelve participate in two different activities on Wednesdays after lunch. Community Assembly brings the students together for schoolwide activities such as chalk art, scavenger hunts and musical chairs tournaments. All assemblies are created and presented by the students with the assistance of their advisor. On other Wednesdays students participate in Enrichment that last for one hour. Teachers offer various activities ranging from board games to field games to creative writing. Students choose their Enrichment each semester. The students participate in these activities with students from Redwood Academy.

*Accelerated Achievement Academy* does not have a Student Council. Instead, we have a Student Activities Group. The Student Activities Group is responsible for organizing Spirit Week and running the Talent Show and Mock Rock assemblies each year. It is also responsible for organizing school dances with *Redwood* and taking the lead in community events such as Pumpkifest. It currently consists of approximately 8 students in grades 9-12.

As a culminating activity, seniors take a year-end trip together. This year the senior class is planning a trip to Santa Cruz. Their advisor assists them in the planning; however, they are responsible for raising the funds.

The *Academy's* elective program is truly elective and occurs after school. Options are offered daily except Wednesdays from 3:30 to 4:20 p.m. to 7<sup>th</sup>-12<sup>th</sup> grade students. There are several choices available each day. Students are not required to participate in any after school electives. Electives tap the intellectual (i.e., Robotics, CSF, etc.) to the physical (i.e. field games, etc.). Students may also take classes at the local college. Additionally, students in grades 4-6 may participate in an after school program that consists of two days of tutorial to complete work and two days that

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consist of enrichment activities. About 20% of AAA students take one or more electives, or participate in after school program.

Back to School BBQ, New Student Bonus Day, Showcase, Family Fun Night, Honors Assembly, Parent Advisory and Promotion and Graduation Ceremony are all family-oriented activities at *Accelerated Achievement Academy*. The Back to School BBQ gives new and returning families the opportunity to meet their child's teacher and other staff before school begins in an informal and fun way. New Student Bonus Day gives all new students the opportunity to meet their teachers, tour the campus and be familiarized with the lunch routines before the first day of school. It serves to alleviate some of the stress of the first day at a new school. Parents receive a calendar prior to the beginning of school with all school events on it. They also receive a reminder of the events in the quarterly mailer. Additionally, the staff posts the events on the website calendar and school Facebook page.

Showcase, held twice a year, gives students the opportunity to demonstrate what they have learned in class, as well as allows parents to complete activities similar to what their child is doing in class. These activities can range from solving math problems and completing grammar activities to science experiments and art activities. It also gives parents the opportunity to informally check in with the teacher about their child's progress.

Family Fun Night is organized by the Student Services Coordinator with the help of the senior class in an effort to bring families together for fun, safe activities. Family and friends of students are invited to attend. AAA, working with its sister school, holds two Family Fun Nights a year. Recently the Family Fun Nights have consisted of a carnival theme with games, karaoke, cooking contests and prizes.

Parent Advisory meetings are held three times a year. The meetings provide training to parents on the use of PowerSchool, Title I plans, LCAP feedback, and safety plans.

AAA holds an Honors Assembly at the end of each quarter. The assemblies are to acknowledge students earning honor roll as well as give awards for non-academic attributes that we value (i.e. leadership, attitude, attendance, etc.). All parents are encouraged to attend.

The school year ends with the Promotion and Graduation Ceremony held on the morning of the second to last day of school. Students enter to the processional of "Pomp and Circumstance" with graduating seniors garbed in cap and gown. Students in all grades receive awards for Highest Achievement and Most Improved in each subject for each grade as well as leadership and attendance awards. Students in grades four through eleven receive a certificate of promotion to the next grade, or, if some standards have yet to be completed, a certificate of conditional promotion or participation. Following the promotion of the students, the graduation ceremony commences. It begins with a slideshow created by the seniors representing their life at AAA. Seniors are then individually escorted to the stage by a staff member they have asked to join them and one or two family members. Each graduate addresses the audience to overview their plans for the future and express their sentiments regarding their education. The diploma is then passed from the board chairperson to the staff member to the parent to the student representing the bond that is the

foundation that the graduate takes into their future. Upon the last diploma given, all the seniors return to the stage to change their tassel signifying they are a graduate and pose for a picture opportunity for all the parents.

**C. Schoolwide Learner Outcomes/Graduate Profile**

We consider any student who graduates from Accelerated Achievement Academy as meeting the schools Schoolwide Learner Outcomes. Given our SLOs are embedded in our curriculum and instruction, students must meet them to pass the classes.

Our graduates typically enter the workforce, attend the local junior college or participate in certificate programs through Mendocino County Office of Education. We do know their plan prior to graduation, but we do not formally track their postsecondary outcomes. Our information generally comes from casual conversation when graduates return to visit, when we see them in public, or through word of mouth. We did attempt to survey graduates one year after graduation, but only one student responded.

**D. Demographic Data**

*Parent Education Level:* The parent education level for *Accelerated Achievement Academy* shows 54% of parents have a high school education or less. Only 13% of the *Academy's* parents possess bachelor's degree or higher. The educational level of parents has been approximately the same over the last six years ranging from 50-57% of parents with a high school diploma or less with 12-14% of parents having a college degree or higher.

**Percentage of *Accelerated Achievement Academy* parents by education level (Source: PowerSchool 2016, 2017, 2018, 2019, 2020, 2021)**

<b>Parent Education Level</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Responding</b>	100	100	100	100	100	100
<b>Graduate school</b>	5	6	8	4	4	4
<b>College graduate</b>	9	8	6	8	8	9
<b>Some college</b>	33	32	29	25	28	30

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<b>High school graduate</b>	20	27	32	35	35	33
<b>Not a high school graduate</b>	30	26	23	22	20	21
<b>Declined to state</b>	3	1	2	6	5	3

*Socio-economic level:* Over 83% of the *Accelerated Achievement Academy* student body qualifies for free- and reduced- meals, a percentage that has varied some over the last year, however does represent an overall increase from 75% during the last self-study. The rate qualifies the school for Title I as a school-wide program.

**Percentage eligible for free- and reduced-priced meals** (Source: California Department of Education Dataquest, CALPADs)

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Percent qualifying</b>	80.4	79.4	86.3	82.6	83.3	84.1

*Enrollment Number:* The school serves students in grades 4-12. As of the first of the beginning of this school year, there were 122 students enrolled. The number of students increased to 132 as of CBEDs date and a current enrollment of 133 students. This is less than in previous years. We believe that the uncertainty of all educational programs upon reopening and the significant number of parents choosing to enroll in independent study programs or homeschooling has negatively impacted enrollment. We are hopeful that enrollment will return to pre pandemic numbers as the pandemic improves and education begins to return to a more normal format.

**History of CBEDS Enrollment by Grade** (Source: California Department of Education DataQuest, PowerSchool CBEDS 2021)

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>



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<b>Total Enrolled</b>	153	155	146	144	144	132
<b>4</b>	8	8	12	7	7	8
<b>5</b>	16	13	8	19	12	10
<b>6</b>	23	25	24	21	24	20
<b>7</b>	19	19	21	18	16	24
<b>8</b>	16	17	13	24	24	15
<b>9</b>	17	18	13	12	24	11
<b>10</b>	14	20	20	13	14	21
<b>11</b>	24	14	22	13	10	15
<b>12</b>	16	21	13	17	13	8

*Gender:* Historically, the school has had a larger male population than female population. In 2016, the school did have a slightly higher female population, but returned to its trend of a higher male population in 2017. While most years only show a male population slightly higher than the female population, 2018 and 2020 had a significant number of males over females.

**Enrollment by gender** (Source: PowerSchool Data)

<b>Number of Enrolled Students by Gender</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>

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<b>Female</b>	80	75	59	67	56	60
<b>Male</b>	73	80	87	77	88	72

*Ethnicity:* The number of students by ethnicity is roughly comparable to the population of adolescents in the region. The black population percentage in the Ukiah area is significantly below state average; Hispanic population percentage is also below the state average. However, the number of Hispanic students enrolled in area schools is similar to state average. Accelerated’s ethnic diversity is similar to Ukiah Unified’s and the county at large’s overall diversity.

**Percentage of students by ethnicity at Accelerated Achievement Academy and enrolled in Ukiah Unified School District schools** (Sources: US Census Bureau: data from 2019 census, and California Department of Education DataQuest 2020-2021)

<b>ETHNICITY</b>	<b>City of Ukiah</b>	<b>Accelerated Achievement Academy</b>	<b>Ukiah Unified</b>	<b>Mendocino County Schools</b>
<b>American Indian</b>	2.6%	<b>4.2%</b>	5.1%	6.5 %
<b>Asian</b>	3.4%	<b>0 %</b>	<1%	<1 %
<b>Pacific Islander</b>	< 1 %	<b>0 %</b>	0 %	<1%
<b>Filipino</b>	NA	<b>0%</b>	<1 %	<1%
<b>Hispanic/Latino</b>	38.7 %	<b>50.7%</b>	53.3 %	45.9%
<b>African American</b>	1.1 %	<b>0 %</b>	<1 %	<1 %
<b>White</b>	80.6%	<b>35.4%</b>	35%	38.6%

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<b>Two or more</b>	4.7%	7.6%	4%	4.1%
<b>Not Reported</b>	NA	2.1%	0.4%	3%

*Language Proficiency:* Currently the only language other than English spoken at Accelerated is Spanish. The number of EL students has remained fairly consistent over time, however, the percent of total population has slightly increased. Additionally, the number of RFEP students has been fairly consistent except for the last few years. The lack of state testing in 2020 and the sharp decline in performance on state testing after distance learning have prevented students from qualifying for reclassification.

**Number of students by language status at Accelerated Achievement Academy (Sources: California Department of Education DataQuest 2021, PowerSchool 2021)**

<b>Language Status</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>EO</b>	98	100	95	89	95	90
<b>IFEP</b>	2	2	2	3	3	2
<b>EL</b>	24	27	24	31	25	25
<b>RFEP</b>	29	26	25	21	21	15
<b>TBD</b>	0	0	0	0	0	1

## E. Eight State Priorities

### Priority 1

All teachers are appropriately assigned based on their education and credentials. Three teachers, the Student Services Coordinator, and the principal hold master's degrees. Two of the teaching staff hold more than one credential. One teacher is currently progressing successfully through an intern program. Paraprofessionals currently supervise tutorials while the school plans to transition to credentialed teachers of record in all classes by 2025 in accordance with AB 1505.

All students have access to standards-aligned curriculum. Teachers are given the freedom to supplement the adopted curriculum based on student needs. At the time of adoption, the teachers evaluate the curriculum options from the state adopted list and come to a consensus as to which curriculum the school will adopt for that subject matter.

All teaching staff participate in professional development at the beginning of each school year. The focus in 2019 was on youth mental health. In 2020 the focus was developing online instructional strategies to be effective in the unfamiliar world of distance learning. This year the staff spent time focused on how to rebuild a positive school and classroom culture.

The staff meets once a month in Professional Learning Communities to support, improve and collaborate in an effort to improve their own instruction and classroom environment. In the past these groups were divided based on subject matter. This year, to continue the focus started at the beginning of the year to rebuild a positive school and class culture, the staff were divided into PLCs based on topics taken from "Teach Like a Champion." Each PLC group studied and developed a presentation on their topic. The staff presented their topics over the winter months.

In addition to the professional development offered on campus, the teachers have participated in many professional development opportunities outside of the school. These include:

- Integrated Computing and STEM Education at UC Davis (1 teacher)
- Raspberry Pi Pico Robot kit training (1)
- Phidgets Sensors Rover kit training (1)
- Doug Fischer Webinar focused on student social emotional needs upon returning to the classroom (1)
- Trauma-Informed Yoga for Youth (1)
- Frontcountry Leadership Training (1)
- Stanford Online High School training (3)
- Social Movements and Reform: Lowell Experience through the National Endowment of the Humanities (1)
- The Problem of the Color Line through the National Endowment of the Humanities (1)
- Cold War through the USS Midway Teacher Institute (1)
- Heroes and Heroines through the Freedoms Foundation (1)
- Content, Literacy, Inquiry, and Citizenship Project through Teaching California (1)

The school facilities are well maintained and adequate, but have their limits. AAA rents a store front and several buildings on the local fairgrounds as well as has classes located on their sister school's campus. The school does have a science classroom with some lab equipment and storage

abilities. The school staff have long dreamed of developing a more unified campus. However, the options are limited because of the need to be geographically close to our sister school Redwood Academy due to shared staff. The school is actively investigating the availability of an open lot near the Redwood campus.

It is important to note that AAA does not meet the US a-g course requirements. Our courses are not UC approved. Our mission is focused on supporting low performing students and preparing them for CTE programs or junior college.

#### Priority 2

All curriculum is evaluated by the teachers prior to adoption. Given the small size of the staff, all teachers that teach the subject review the curriculum options and come to a consensus about which curriculum to adopt based on the standards and what they believe will best meet the needs of our students. Teachers use the standards aligned curriculum as their primary curriculum source and supplement with additional curriculum based on the students' academic needs. All teachers are familiar with the standards and ensure they are teaching the standards. The school uses benchmark tests as well as the state provided interim assessments to evaluate student progress on the standards.

#### Priority 3

The school actively seeks parent involvement and feedback in the school. In an effort to ensure the school is responsive to parents, all members of the Board of Directors have been parents of either Accelerated students or Redwood Academy students. Three of the five current board members are former parents of Accelerated students.

Additionally, the school holds both formal and informal meetings and events throughout the year as well as formally surveys parents near the end of every year. The school holds three Parent Advisory meetings that allow the staff to seek parent feedback on the LCAP, WASC, safety plans, and Title I parent involvement plan. The meetings also give parents the opportunity to provide feedback or ask questions on topics of their choice. In addition to the Parent Advisory meetings, the School Site Council has two parents and two students who also have the opportunity to provide feedback and approve plans for the school. The school holds Showcase twice a year to allow parents the opportunity to visit their child's class and connect with their teachers about their progress. Grades 4 through 6 also hold parent conferences twice a year to provide feedback to parents one-on-one about their student's progress. In addition to Showcase and parent conferences, we hold three Honors Assemblies during the year and a Promotion/Graduation ceremony for all students at the end of the year. Parents are strongly encouraged to participate in all of these events throughout the year.

The parents are also surveyed once a year about the success of their students, their beliefs or feelings about the school and to give feedback on ways the school can better meet their child's needs. Additionally, we have very open lines of communication. Parents often reach out to the teachers and office with questions or concerns throughout the year. Our small size allows us to get to know our parents.

Finally, we offer Family Fun Night twice a year to encourage family engagement at the school.

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Family Fun Night generally consists of games or activities for the families to participate in while socializing informally with the staff.

Priority 4

*CAASPP/CAST:* The staff examines CAASPP/CAST data for their former class and their incoming class. The staff evaluates which areas the outgoing students were successful in and which they struggled in as a tool for reflection on their own teaching. Next, the staff examines their incoming students' scores to help direct their teaching. They also review the amount of growth for each student over their previous year scores. The staff primarily focuses on individual student growth as a way to measure success given that many of the students are so low that they may make significant growth and still remain below level.

**Percent Meeting or Exceeding Standard on CAASPP ELA** (Source: California Dashboard, CAASPP Reports)

School Group	All			White			Hispanic			Socioeconomically Disadvantaged		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
AAA	47%	48%	17%	62%	51%	10%	30%	46%	4%	44%	46%	NA
UUSD	34%	37%	NA	46%	48%	NA	25%	30%	NA	27%	32%	NA
State	50%	51%	NA	65%	66%	NA	39%	41%	NA	38%	39%	NA

**Percent Meeting or Exceeding Standard on CAASPP Math** (Source: California Dashboard, CAASPP Reports)

School Group	All			White			Hispanic			Socioeconomically Disadvantaged		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
AAA	47%	48%	17%	62%	51%	10%	30%	46%	4%	44%	46%	NA
UUSD	34%	37%	NA	46%	48%	NA	25%	30%	NA	27%	32%	NA
State	50%	51%	NA	65%	66%	NA	39%	41%	NA	38%	39%	NA

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AAA	23%	17%	9%	41%	23%	7%	9%	10%	1%	22%	12%	NA
UUSD	22%	24%	NA	32%	34%	NA	16%	19%	NA	17%	20%	NA
State	39%	40%	NA	54%	54%	NA	27%	28%	NA	26%	27%	NA

**Percent Meeting or Exceeding Standard on CAST** *(Source: CAST Reports)*

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2019	2021	2019	2021	2019	2021	2019	2021
AAA	17%	4%	30%	0%	0%	2%	14%	NA
UUSD	22%	NA	36%	NA	13%	NA	16%	NA
State	30%	NA	44%	NA	19%	NA	19%	NA

State Dashboard Indicators:

The school began to make significant improvement in their Dashboard indicators prior to the pandemic, particularly in English. We opted to give the CAASPP testing last year and saw significant drops in performance which will negatively impact the Dashboard when it is posted again. We view the coming years as a rebuilding period and hope to continue to see large increases in individual performance resulting in improvements on the Dashboard.

**ELA State Indicator Comparison by Color** *(Source: California Dashboard)*

School	All	White	Hispanic	Socioeconomically Disadvantaged
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<b>Group</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>
AAA	Yellow	Green	Blue	Green	Orange	Yellow	Yellow	Green
UUSD	Orange	Yellow	Orange	Yellow	Orange	Yellow	Orange	Yellow
State	Orange	Green	Green	Green	Yellow	Yellow	Yellow	Yellow

**ELA State Indicator Comparison by Status (average score relative to standard)** *(Source: California Dashboard)*

<b>School Group</b>	<b>All</b>		<b>White</b>		<b>Hispanic</b>		<b>Socioeconomically Disadvantaged</b>	
	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>
AAA	-14.2	1.8	19.7	13.2	-44.2	-10	-18.8	2.1
UUSD	-40.9	-32.8	-12.4	-5.5	-59	-49.5	-56.5	-45.3
State	-6	-2.5	27.7	30.7	-31.3	-26.6	-34.7	-30.1

**Math State Indicator Subgroup Comparison by Color** *(Source: California Dashboard)*

<b>School Group</b>	<b>All</b>		<b>White</b>		<b>Hispanic</b>		<b>Socioeconomically Disadvantaged</b>	
	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>



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AAA	Yellow	Orange	Yellow	Orange	Yellow	Red	Yellow	Orange
UUSD	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
State	Orange	Orange	Yellow	Green	Orange	Yellow	Orange	Yellow

**Math State Indicator Comparison by Status (average score relative to standard)** *(Source: California Dashboard)*

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	2019	2018	2019	2018	2019	2018	2019
AAA	-63.5	-75.3	-29.4	-58.6	-89.7	-98	-71.2	-75.1
UUSD	-73.4	-71.1	-49	-46.7	-88.7	-86.2	-85.6	-82.1
State	-36.4	-33.5	-1	1.4	-65.8	-62.2	-67.4	-63.7

**College/Career State Indicator Subgroup Comparison by Color** *(Source: California Dashboard)*

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	2019	2018	2019	2018	2019	2018	2019
AAA**	Yellow	Blue	NA	NA	NA	NA	Yellow	Blue

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UUSD	Green	Green	Green	Yellow	Green	Yellow	Yellow	Green
State	Yellow	Yellow	Yellow	Yellow	Orange	Green	Orange	Green

**\*\* CDE did not assign a color due to lack of students overall and in various subgroups. The colors are self-designated based on the status and change provided on the California Dashboard according to the Five-by-Five Colored Table on the CDE website. Some subgroups were too small for the State to provide status and change data.**

**College/Career State Indicator Subgroup by Status (percentage prepared) (Source: California Dashboard)**

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	2019	2018	2019	2018	2019	2018	2019
AAA**	30%	66.7%	NA	NA	27.3%	NA	31.6%	66.7%
UUSD	39.1%	42.6%	47.1%	49%	36.1%	38.1%	34.4%	37.2%
State	42.2%	44.1%	52.2%	53.8%	33.8%	36.1%	33.7%	35.8%

**\*\* Not all subgroups received a status percentage due to the number of students being less than 11.**

**ELP State Indicator Subgroup Comparison by Percent/Status (Source: California Dashboard)**

School Group	All	
	2018	2019

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AAA	67.9%*	Very High
UUSD	58.4%*	Medium
State	65.2%*	Medium

\* Percent level 3 or 4

**EL Reclassification Rates***(Source: Dataquest)*

School Group	2017-2018	2018-2019	2019-2020	2020-2021
AAA	20.8%	14.8%	8.3%	6.5%
UUSD	7.9%	11%	11.1%	13.1%
State	14.6%	13.8%	13.8%	8.6%

**ELPAC Percent Proficient (Level 4)** *(Source: CAASPP ELPAC Reports)*

School Group	2017-2018	2018-2019	2019-2020	2020-2021
AAA	17.9%	18.18%	NA	8%
UUSD	20.88%	12.14%	NA	NA

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State	30.56%	16.4%	NA	NA
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Benchmark Data: Accelerated Achievement Academy’s mission is to accelerate student achievement toward a successful future. Most of the students who attend AAA are below grade level, have struggled to pass classes or reach grade level benchmarks, and do not have a plan for the future.

**STAR Benchmark Assessments 2020-2021** *(Source: Renaissance Learning STAR Reading and STAR Math)*

Grade Group	Grade 4-6	Grade 7-8	Grade 9-12
	Below grade 3 in ELA and math	Below grade 5 in ELA and grade 6 in math	Below grade 6 in ELA and grade 7 in math
ELA	22%	42%	55%
Math	20%	72%	75%

**Percent of Students passing the subject with “Developing” or higher** *(Source: PowerSchool)*

	2018-2019	2019-2020	2020-2021
ELA	86%	90.7%	67.5%
Math	72%	80%	62.2%
Social Studies	81%	84.6%	68.6%
Science	84%	78.7%	62.8%

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CTE	90%	100%	90.9%
Independent Living	98%	98.9%	83.3%
Foreign Language	92%	95%	67.9%

Note: The percent of students meeting the grade benchmark of “Developing” decreased severely during 2020-2021 due to distance learning.

Growth Data: Although students often come to Accelerated below grade level, they make tremendous growth that is not always reflected in the Dashboard Indicators. Analysis of individual student data as well as state provided growth data shows Accelerated students grow at a faster rate.

**Average Scale Score Points Increase Over Previous Year Compared to State Average Scale Score Point Increases** *(Source: CAASPP, Internal Calculations)*

Subject	2017-2018		2018-2019		2019-2020	2020-2021
	AAA	State	AAA	State	NA	NA
ELA	58	33	61	32	NA	NA
Mathematics	36	25	37	25	NA	NA

**Percent of Students Meeting or Exceeding State Average Point Increase in Scaled Score** *(Source: CAASPP, Internal Calculations)*

Type of Growth	2017-2018	2018-2019	2019-2020	2020-2021
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ELA	66%	68%	NA	NA
Math	64%	65%	NA	NA

**Percent of Students Increasing Scaled Score (Source: CAASPP, Internal Calculations)**

Type of Growth	2017-2018	2018-2019	2019-2020	2020-2021
ELA	78%	80%	NA	NA
Math	71%	75%	NA	NA

**State Provided Growth Data for ELA Based on 2017-2019 Testing Data (Source: CDE)**

Type of Growth	All		White		Hispanic		Socioeconomically Disadvantaged	
	Growth Score	Decile Rank	Growth Score	Decile Rank	Growth Score	Decile Rank	Growth Score	Decile Rank
AAA	133.1	10	132.4	NA*	131.4	10	137.0	10
UUSD	103.2	7	105.7	8	102.1	7	101.3	7

\*The number of students tested was less than 30, therefore no decile rank was assigned.

**State Provided Growth Data for Math Based on 2017-2019 Testing Data (Source: CDE)**

Type of Growth	All	White	Hispanic	Socioeconomically Disadvantaged
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	Growth Score	Decile Rank	Growth Score	Decile Rank	Growth Score	Decile Rank	Growth Score	Decile Rank
AAA	113.5	9	121.6	NA*	104.1	8	114.5	10
UUSD	94.6	3	93.6	2	94.6	4	94.6	3

\*The number of students tested was less than 30, therefore no decile rank was assigned.

Priority 5

Pupil engagement is always an area of focus for the school and even more so now. AAA students often have to participate in course recovery due to failed classes. Most high school students who transfer to AAA require course recovery. The graduating classes are very small so statistically one student can represent a significant impact on the graduation rate. Typically students who do not graduate on time either transfer to the adult school or continue with us to complete the credits in summer school or the following year. Hence the dropout rate is zero.

**Graduation and Dropout Rate by percentage and performance category on the California Dashboard**

Year	2017-2018				2018-2019				2019-2020			
	All	White	Hisp	SED	All	White	Hisp	SED	All	White	Hisp	SED
Number in Cohort	20	9	11	19	15	6	8	15	16	7	7	14
Graduation	90	77.7	100	89.5	80	83.3	87.5	80	94	85.7	100	92.9
Dropout	0	0	0	0	0	0	0	0	0	0	0	0
Performance Level	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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Countywide chronic absenteeism is a major issue. Countywide a lack of parental support for school attendance, a high percentage of SED families with the need to work multiple jobs, and a lack of knowledge of the negative impacts of missing school all negatively impact school attendance. Likewise, AAA struggles with chronic absenteeism. This has only been exasperated by COVID. The school participated in a cohort through Mendocino County Office of Education the last three years focused on improving attendance. The school began to see improvement in its chronic absenteeism rates prior to the pandemic. However, chronic absenteeism increased at the end of 2019-2020 due to distance learning and continued to increase during 2020-2021. We expect those rates to increase still for two reasons. First, there are more students struggling to attend regularly that previously attended well. Second, the volume of absences due to illness or quarantine with a lack of completion of independent study will increase our chronic absenteeism rate.

As a result of high chronic absenteeism rates, AAA’s average daily attendance ranges from 91-92% percent. However, we do expect it to take a dip this year as a result of the additional absences due to illness and quarantine coupled with low completion rates for independent study.

**Chronically absent percentage and performance category on the California Dashboard**  
*(Source: CA Dashboard and CALPADs)*

Year	2017-2018				2018-2019				2019-2020			
	All	White	Hisp	SED	All	White	Hisp	SED	All	White	Hisp	SED
Number of students	88	37	37	71	83	34	38	70	98	34	47	84
Percent Chronically Absent	23.9	21.6	21.6	26.8	18.1	14.7	21.1	18.6	20.4	20.6	25.5	20.2
Performance Level	Red	Orange	Red	Red	Yellow	Yellow	Orange	Yellow	NA	NA	NA	NA

**ADA** *(Source: PowerSchool, P-2 reports)*

	2017-2018	2018-2019	2019-2020	2020-2021
ADA	142.8	131.29	135.42	134.79*

\* The 2020-2021 ADA was held harmless and not reported. This is based on ADA at the beginning of April 2021.



Priority 6

Creating a positive school environment has always been a strength of AAA. Parent and student surveys have consistently showed a high level of satisfaction with the school. Our small school and classes have allowed staff to develop strong relationships with students and families. The staff emphasizes the importance of respect and kindness and holds students highly accountable for their behavior. While the school does attempt to limit removing students from the learning environment, suspension and expulsion rates are higher than other area schools. That is believed to be for several reasons. Some Accelerated students transfer in because of behavior problems at other schools. Parents seek a smaller school environment with the hopes that the additional support will help improve behavior. Additionally, because of our small nature, less behaviors slip through the cracks and are addressed more often. Finally, the small school population means that statistically, one student represents a larger percentage than at a school with a much larger population.

Upon returning to on campus learning it has become apparent that students are struggling with boundaries, appropriate school behavior and interacting with each other in positive ways. The staff knew that the school climate would not be the same after distance learning and decided to make that a focus for this year with the goal to reacclimate and reengage students in school life.

**Suspension and Expulsion Rates as percents** (Source: CALPADs, CA Dashboard)

Year	2017-2018				2018-2019				2019-2020			
Subgroup	All	White	Hisp	SED	All	White	Hisp	SED	All	White	Hisp	SED
Suspension	17.6	16.2	20.8	19	16	18.5	8.3	17.3	15.2	NA	NA	NA
Expulsion	4	NA	NA	NA	2.5	NA	NA	NA	2.3	NA	NA	NA
Suspension Performance Level	Red	Red	Red	Red	Orange	Red	Orange	Orange	NA	NA	NA	NA

**Student survey data 2021**

Question	Yes	No
Do you feel successful at Accelerated?	88.6%	11.4%

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Do you feel the help you need is available to be successful?	97.2%	2.8%
Are you happy at Accelerated?	85.8%	14.2%
Do you feel that you can talk to staff at Accelerated about your questions or concerns?	86.8%	13.2%
Do you feel safe at Accelerated?	95.2%	4.8%
Have you used PowerSchool to monitor your grades and complete missing work?	84%	16%

The survey also included questions with short answers as follow up to the yes or no questions. However, the students did not provide a great deal of substantive feedback to most questions.

However, when we asked what would make them happier, a couple students did have suggestions. Others simply gave positive feedback. Students suggested we have longer breaks, less school work, and a less strict dress code. While we could not accommodate longer breaks and less school work, we did revise the dress code significantly to reflect the dress codes of other area schools. One student said the school is perfect the way it is. Another student said “the teachers are very welcoming and you can talk to them whenever you need to and they always help you out whenever you need it.”

The students did have a great deal of feedback on what the school should focus on upon return to excite them about school.

- Come back to school without having to worry about covid.
- Sports and band.
- I think the school should focus on Bullying and mental health. Covid -19 and quarantine really affected many of us mentally. I think there should be a school therapist to help the students out. Honestly, I don't know what we should do for next year.
- I don't know I think it's good as it is
- less hard work
- Mmmm maybe having two water fountains and more vending machines in the A+ campus
- More help from the teacher and more tutoring.
- coding
- I'm not sure, I think the school is good enough already so I can't think about anything it would need to change or focus on.
- to be able to do more actives outside and be to play basketball
- Being in real school.
- I think the school should focus on extra credit activities next year

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- I feel adding back the dress code would be a lot and most of my school color clothes have gotten small over time.
- free dress
- To do fun things
- activities to do after school
- I think to have a little bit more activities to do would make it more fun and you can also get your exercise as well.
- More activities/programs.
- Longer breaks
- nothing I like it how it is
- it's perfect the way it is
- Maybe a bigger area to play on break.
- I would probably work on trying my best more often because I space out a lot
- I think they should focus on having more break supervisors and something the school should add is more play equipment for break.
- I just really want more hours on campus.
- being able to play outside with friends
- remove tutorial as a class
- Add sports teams please.

We also ask students what they tell others about our school.

- A safe, very welcoming for old and new people
- Mostly chill school and the teachers are funny
- A good school and they should look into coming
- a great school
- a good school.
- Awesome!
- the best school
- A good school and it will help you with your grades.
- pretty cool and different
- Nice and I like our pond.
- a really good choice and they should definitely come.
- amazing and no home work

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- I tell my friends that I don't really like A+ because it's far away from my house and I like the school a little bit. It's just that like people are always picking on me and it's far away from my house.
- a wonderful school to study and learn new things
- A weird but good school ☐
- Great, really helpful.
- a small school but enjoy it and the teachers are cool
- a very accepting school because they're respectful of students preferred pronouns and sexualities.
- the best charter school that you can go to and they help u if u need anything and that they should enroll
- not a school id wanna go to again
- I tell my friends that A+ is a great school if you want to challenge yourself.
- A+ is one of the best schools I have been too, and that I'm glad I came here
- pretty cool and the work isn't overbearing.
- A good school because it is nice you do homework in class.
- A+ is an okay school.
- school, which I, being a kid, don't like, but it's still a pretty good one.
- Kinda boring school...
- I tell them its good cause you can get help
- if a good school that can help u get your education better and help u find the best collages
- a great school during this time, as we take one class per term, it is way easier and very recommendable if you are struggling.
- I say that it's alright
- Me personally I don't like my school.
- a very amazing school and helpful when it comes to needing help with your work and you should come this year
- Kind of a boring school when it comes to some activities but besides that it is a good small school.
- a safe school
- .. a good school and a plus to that is that we don't get homework unless we don't finish work(please don't change that rule)

Parent survey data 2021

Question	Yes	No
Do you feel your child was successful at school this year?	89.4%	10.6%
Do you feel help is available to your child so they may be successful at school?	93.6%	6.4%
Does your child seem happy at Accelerated?	98%	2%
Do you feel that you can talk to staff at Accelerated about your child's needs?	100%	0%
Does your child feel that they can talk to staff if they have a concern or question?	100%	0%
As much as possible, do you feel that while at school your child is safe?	98%	2%
Have you used PowerSchool to monitor your child's grades and work completion?	66.7%	33.3%
Would you recommend Accelerated to another family?	98%	2%

The survey also included questions with short answers as follow up to the yes or no questions.

When asked how we can help their child be successful, we received four responses. One parent asked for better communication by having updates regularly sent to her. Another simply said Accelerated was too easy and her child needed a higher level of work. One said it had nothing to do with the school, but rather her child's mental health. The final comment said that her child "had a hard time getting help she could understand sometimes, but most of the time things were successful."

We also asked what would make their child happier to be at Accelerated. Two parents responded. One state their child wanted to go to the district high school because Accelerated was too easy for him. The other parent said, "My daughter enjoys Accelerated and specifically asked me to enroll her here..."

Finally, given the unusual circumstances of distance learning, we felt it necessary to solicit specific feedback from parents about what we needed to focus on when bringing students back to school and what we can do to help students feel excited about coming back to school. We received a great deal of feedback and parents also used this time to simply comment on the school in general.

- The social interaction and sports/PE are very important to our youth interactions. Besides family school is where youth learn social skills. For the mental health and physical health of our children I hope masks will be out phased sooner rather than later- or that youth are given the option not to have to wear them.

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- This school has been absolutely amazing. Mr. Allen is a wonderful teacher. He has been very helpful and always available. My daughter has excelled in this school. Mr. Allen is a big reason why she is doing so good and enjoying learning. She is excited to be returning in the fall.
- Deportes (sports)
- Que los maestros estén para ellos cada bes que los necesiten (May the teachers be there for them every kiss they need)
- Que haya mucha seguridad, para nuestros hijos, porque en mi opinión no es seguro que los niños asistan en persona ala escuela, por lo de la pandemia. (That there is a lot of security, for our children, because in my opinion it is not safe for children to attend school in person, due to the pandemic.)
- Having all students vaccinated
- Academics and social connections with their peers
- Physical Activity yet maintaining social distancing. Regular hand washing and sanitizing for everyone periodically throughout the school day.
- Is that our kids can social distant and yet be able to socialize with each other and Inner react while completing classwork. To bring back electives that the kids will enjoy.
- Focus on safety , as you already are. I don't know what will excite students about coming back in the fall. Maybe one of your old fashioned hot dog BBQ's for the family? They'd see their friends and want MORE interaction..
- You know I'm not a good judge of this year's academics coming in this late in the year. I'm sure it's not the school's fault, but she needs serious math help. Entering high school and she really can't multiply. All the extra programs online are great, but maybe not enough! And maybe they are relied on too much.
- I must say after all her apprehension about returning to the classroom, she's loving it. A big relief for me.
- Trying to include more activities that students can participate. I feel we need to teach our kids to move on with life with the knowledge that COVID is not going to disappear and learn to adapt new ways for social interaction. I truly believe that isolation children will harm them further at this point. Let's show them that we can be safe but also interact
- Lo que a mi me gustaría es que en horas de estudios. No den permiso al público a cruzar por los terrenos de la feria.ya que a veses hay niños y niñas caminando de salón a salón. Y en ocasiones van solos o solas, las niñas y eso a mi punto de vista no está bien. En otras escuelas en horas de clase, no permiten entren personas a los campus de la escuela. (What I would like is that during study hours. Do not give the public permission to cross the fair grounds, as there are sometimes boys and girls walking from room to room. And sometimes they go alone or alone, the girls and that in my point of view is not right. In other schools during class hours, they do not allow people to enter the school campuses.)
- Bringing back a sense of normalcy. Allowing our children be children again. Allowing social interactions. Having extracurricular school activities again.
- Smaller classes
- His improved grades are so much better with his home study this past year. I asked him what made the deference. His answer was simply “no disturbance.” He can concentrate on his work so much better without other students Interruptions! This brings me to wonder is there a way he can continue to work at home in the future?
- This is a bit off topic but just wanted to say this school and all staff are frikn amazing,

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without this school I don't think (student) would of graduated, this place was exactly what was needed for my child, thank you, thank you.....and Thank You!!

- That all students get to come back. It's been a long year.
- To make my child feel normal as possible by not having him wear a mask or be tested.

The staff does an annual review of our strengths, weaknesses, opportunities and threats. This allows us to self-monitor and set goals based on this self-reflection.

**Table R. SWOT Summary** (Source: Accelerated Achievement Academy Staff 2021)

<p>Strengths -</p> <ul style="list-style-type: none"><li>● Dedicated long term staff</li><li>● Respectful culture – small individualized relationships between staff and students/families</li><li>● Curricular freedom</li><li>● Technology has improved – 1 to 1 computers</li><li>● Enrichment/club choices expanding</li><li>● Reputation of schools</li><li>● Safe option in community – gangs, acceptance</li><li>● Improvements to mental health services and practices</li><li>● Leadership</li></ul> <p>Weaknesses -</p> <ul style="list-style-type: none"><li>● Facilities, logistics, and staffing limitations – campus trek, fire, network, lab, course offerings, fitness, shade</li><li>● Student culture – drugs, credit deficiency, campus unity, civic identity, mental health</li><li>● Marketing</li></ul> <p>Opportunities</p> <ul style="list-style-type: none"><li>● Land development</li><li>● Rebranding – refining/improving school culture, dress code</li><li>● Improving school to school relationships (clubs/enrichments)</li><li>● Refocus on extracurricular programs – trainings and grants (archery)</li><li>● Dress code barrier removed</li><li>● New leadership at RA</li><li>● Independent study</li><li>● Engage with community</li><li>● Access to outdoor equipment (Laura through training)</li><li>● Our park (Vinewood) is looking splendid</li><li>● New tech skills and platforms - Edutopia</li><li>● Robotics in the classroom</li><li>● \$\$\$ (Covid funds over two years) to drive these opportunities</li></ul> <p>Threats</p> <ul style="list-style-type: none"><li>● Covid restrictions</li><li>● Low enrollment</li><li>● New schools opening – Charter in Hopland</li><li>● Lack of strong independent study option</li><li>● Mental health (transitioning back to school) – masks, distancing</li><li>● Organized sports and limited electives</li><li>● Limited support staff</li></ul>
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- Network access/reliability unpredictable
- Fire impacts (staging, evacuations, smoke)

As a small charter school, we do not have the ability to offer many sports teams or extracurricular activities. However, we do provide some extracurricular activities for students to participate in both during and after school. During school students participate in Enrichment or Community Assembly every Wednesday after lunch. Enrichment is offered in partnership with our sister school, Redwood Academy, to provide a wider array of choices for students. An example of the Enrichment offerings include STEM challenges, Student Activities Group, art, field games, card games, creative writing, American Sign Language, crafts, walking, and reading. Community Assemblies are organized by different grades. In the past, they have been more traditional assembly style with the hosting class providing some sort of game or activity for students to participate in. This year, due to COVID, we have decreased the number of assemblies and moved them outside. Thus far, classes have created chalk art and competed in a musical chairs tournament this year. Additionally, the Student Activities Group plans several school events a year including Awareness Week, Spirit Week and the talent show. There is a high level of positive participation in these in school activities and events.

The school also offers, in partnership with Redwood Academy, after school electives for grades 7-12. These vary depending on the semester, community member participation and teacher offerings. The pandemic has limited our ability to allow community members to offer electives, but we hope to return to our before COVID offerings as soon as possible. These offerings have included yearbook, karate, photography, soccer, Spanish Tapas, chess, MESA, robotics, archery, and soccer. In addition, the school offers an after school program for students in grades 4-6 that consists of two days of classwork support and two days of “fun” activities such as art and field games. Despite the availability of after school activities, few AAA students participate in the activities. Anecdotally, based on conversations with students, it is a lack of interest in the offerings, no desire to remain at school any longer than necessary, and transportation issues that prevent them from participating in after school activities.

#### Priority 7

All students participate in the same course of study. As a small school, we only have one class per grade level. Each grade has one set class schedule. Each grade is offered a total of 7 classes. All students participate in all 7 classes, with only a couple exceptions. In the event that a student in grade 10, 11, or 12 did not pass their previous math class, they will be placed in the appropriate math class. Students are required to take math through 11th grade. Only 12th graders that have not completed Integrated Math I, the Algebra I equivalent, are required to take math. Additionally, if students in 11th and 12th grade do not need the course recovery class, they will be enrolled in a dual enrollment college class that we offer on campus. Additionally, we encourage students to take college classes on the Mendocino College campus in areas of interest to them so they may access a broader range of course options. The school pays the fees and purchases all the books necessary for their participation in college classes whether on or off campus.

According to the California Dashboard, the percent of students who were considered college and



career ready in 2019 was 66.7%. As of the approval date of this report we do not have any more current data. However, we do believe the percent will drop because fewer students participated in college classes during distance learning. The majority of our students meet the college and career readiness standard by completing a CTE pathway and college classes. As previously stated, we do not offer UC a-g approved courses. Our mission and student population is geared towards students who are more likely to enter the workforce, a CTE program and attend junior college. This does not prevent students from transferring to a 4 year college after junior college, and we have had some students do that. All parents are made aware that our program does not provide UC a-g approved courses through our orientation materials. Additionally, parents are provided information about our sister school's program whose mission is to meet the UC a-g requirements. Parents choose which program to enroll their child in. The staff does not make that decision.

Priority 8

### Corporate Policies and Financial Support

*Accelerated Achievement Academy* is governed by *Charter Academy of the Redwoods*, a non-profit public benefit corporation established in 1999 to oversee the creation and implementation of charter schools. It has three officers: Elna Gordon who serves as president, Selah Sawyer who serves as secretary, and James Switzer who serves as treasurer. Currently all five board members are non-employee parents or former parents of *Academy* students.

The majority of activities are designated to the officers and professional staff to manage. Directors duties are outline in the corporate Bylaws article 3, section 3:

“It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- (b) Elect, employ, evaluate and discharge all officers according to the prescribed duties provided in these Bylaws to assure that their duties are performed properly; ensure that the officers employ, supervise, evaluate, discharge and prescribe the duties of all agents and employees of the corporation to assure that their duties are performed properly;
- (c) Fix the compensation of all officers, agents, and employees of the corporation;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.”

The school uses the Standardized Accounting Code Structure (SACS) and uses the financial services of the Mendocino County Office of Education. The school operates under a budget of approximately 1.9 million dollars (Appendix G) with a per pupil expenditure of \$13,073 for 2020-2021. The school has always taken the use of taxpayer dollars very seriously and strives to

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prioritize student services and provide teachers with all the curriculum and materials needed to teach effectively. Teachers never have to spend their own money to purchase curriculum or materials for their classes. Teachers can order items through the principal, office or purchase any item under \$100 and submit for reimbursement. More costly items are usually approved for purchase, but in the case of schoolwide technology updates, those are generally limited to when the school has a surplus budget or if they are a necessity.

The school participates in Title I, II, and V programs submitting an Application for Funding through the Consolidated Application and Reporting System, and operating with a state-approved Local Educational Agency (LEA) plan. No income is budgeted for supplemental fund-raising. The school received funds for the lease payment of some *Accelerated Achievement Academy* buildings through Proposition 39 support from Ukiah Unified School District as well as the Charter School Facilities Grant.

Special education services are provided through a Memorandum of Understanding with Ukiah Unified School District. The district provides a resource teacher and an aide who serve *Accelerated Achievement Academy* and her sister school, *Redwood Academy of Ukiah*. The special education staff provides direct service to students with IEPs, consults with teachers to explore strategies for students who are struggling, and serves as an effective liaison between the district and the school.

## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators

**A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>The mission of Accelerated Achievement Academy (AAA) is to “<i>accelerate achievement toward a successful future in a safe, challenging, well-managed charter school.</i>” This mission is consistent with the requirements for CAR-governed schools as established in board policy and distinguishes it from the mission of other CAR-governed schools. It is consistent with local efforts to improve academic achievement for all students while filling the local need of offering comprehensive instruction for struggling students in keeping with the Common Core State Standards for English-language arts and mathematics, as well as the California state standards for social studies and the Next Generation science standards. It is also consistent with the need to provide additional support to struggling students in developing post-secondary plans. AAA improves learning for a diverse population of students in grades 4-12 by providing rigorous standards-based instruction as described in this section as well as a career focused education.</p>	<p>Charter Petition Student Family Handbook AAA Website</p>

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<p>The mission of AAA is supported by the values of the Board of Directors of Charter Academy of the Redwoods, a non-profit, public benefit corporation which manages the charter school. It includes four statements:</p> <ol style="list-style-type: none"> <li>1. <b>All people have value.</b> It is each person’s responsibility to strive continually to enhance that value.</li> <li>2. <b>All people have unlimited potential to learn.</b> People learn at different rates and in different ways and have the right to learn in an environment that accepts those differences. Learning is an activity of joy that requires great, sustained effort.</li> <li>3. <b>All people are challenged to higher levels of performance by high expectations.</b> It is each educator’s, parent’s, and community member’s responsibility to set high expectations and invest the resources needed to help each student meet the challenge. It is each learner’s responsibility to seize the value of that investment and achieve.</li> <li>4. <b>All people benefit from respect.</b> An environment in which people and things are respected is essential to the emotional safety and academic growth of everyone.</li> </ol>	<p>Student Family Handbook Board Policy</p>
<p>As a charter our mission is defined as part of the chartering process. However, we do seek feedback regarding our program.</p> <p>Given the small community that AAA is located in, many of its parents are community members who work in local business. The Board of Directors consists of three former parents. Parents are invited to participate in Parent Advisory meetings and provide feedback during parent surveys. Students are also surveyed to provide feedback in addition to informal conversations with the staff. Parents and students also participate in School Site Council.</p> <p>Staff routinely discusses how best to implement and meet the mission as well as the skills needed by our students. Before school begins, throughout the year, and at the end of the year the staff reviews data and reflects on how best to meet our mission.</p>	<p>Parent Survey Student Survey Staff Meeting Agendas School Site Council Agendas</p>
<p>The mission of AAA is communicated to parents upon their first introduction to our school. At the New Student Orientation the school mission is explained. Parents and students only commit to attending our school following the orientation. In addition, the</p>	<p>AAA Website Orientation Slideshow Student Family Handbook</p>

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<p>mission is on all important documents and the website. The mission is posted in all classrooms.</p> <p>The SLOs are informally communicated to students and parents. AAA needs to improve its method for communicating the SLOs more formally.</p>	
<p>AAA does not have a formal process for systematically reviewing or revising these statements. As a staff we address needs as they arise. The SLOs were revised to reflect a more holistic view of what skills and knowledge a person needs to be successful.</p>	Staff Agenda

**A2. Governance Criterion**

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

**Indicators**

**A2.1. Understanding the Role of the Governing Board and District Administration:** The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School:** The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The selection, composition and specific duties of board members are clearly outlined in the school bylaws. The Board of Directors is required to meet no less than annually, however, meets seven times a year.	Bylaws December Board Meeting Minutes
The policies and bylaws of the governing board are closely aligned to the mission of the school and support the effective delivery of curriculum to prepare students for a successful future.	Board Policy Bylaws
The LCAP is a direct reflection of the needs of only our school as a single school LEA. Therefore, it supports the vision, mission and SLOs.	LCAP
The board reviews and approves all changes to the board policies. The board also reviews and approves the charter which contains any revisions to the mission or SLOs. However, the board is not directly involved in revising the mission or SLOs for the school.	Board Agenda and Minutes
The board receives progress reports at each board meeting from the President, Secretary and Treasurer as to the current events, student performance, school operations and fiscal health of the school. Additionally, the board approves the Single Plan for Student Achievement and LCAP yearly.	Board Agendas and Minutes

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<p>Three members of the Board of Directors are former parents of students at AAA. During the New Student Orientation parents are informed about the Board of Directors and their role at AAA.</p>	<p>Board Members Orientation Slideshow</p>
<p>Parents are invited to provide input on the LCAP during a Parent Advisory meeting and School Site Council meetings. The Board of Directors also provides input on the LCAP annually.</p>	<p>Board Agendas SSC Agenda</p>
<p>The board has consistently demonstrated a deep trust in the school staff and their professional opinion regarding the implementation of an effective educational program. As outlined in the board policy, the Co-Executive Directors, Principal and Chief Fiscal Officer have been granted the responsibility of implementation of the policies, bylaws, and school program.</p>	<p>Board Policy Bylaws Board Agendas and Minutes</p>
<p>The board receives progress reports at each board meeting from the President, Secretary and Treasurer as to the current events, student performance, school operations and fiscal health of the school. Additionally, the board reviews and approves the Single Plan for Student Achievement and the LCAP annually.</p>	<p>Board Agendas and Minutes</p>
<p>The school's complaint and conflict resolution procedures are clear. To date neither the school nor the board has received any formal complaints.</p>	<p>Complaint Procedures</p>

**A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

**Indicators**

**A3.1. Broad-Based, Inclusive, and Collaborative:** The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.3. Collective Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Throughout the year the staff meets to discuss student needs. Based on the staff feedback and student/parent surveys, the management team begins preliminary plans for the next year. At the end of each year the staff meets to review the year's program and solidify any major changes to the program for next year. Then two weeks prior to school beginning the staff returns to collaborate on smaller changes and improvements to the educational program offered at AAA based on achievement data as well as new ideas by the staff, Board of Directors and parents.</p>	<p>Staff Meeting Agendas Survey results</p>
<p>At the end of the year and prior to school starting, the staff analyzes test data, student performance in class and survey data. Then throughout the year the staff begins each staff meeting focused on students. Based on the pre and post school analysis, and the ongoing discussions in staff meetings, the staff determines what the needs are for the students and incorporates those into the annual plans. The plans are then</p>	<p>Meeting Agendas SSC Agenda Board Agenda/Minutes Staff Meeting Agendas</p>



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<p>reviewed by the School Site Council and/or Board of Directors along with the student data.</p>	
<p>The allocation of resources is directly related to the needs of students and the implementation of the school program which is reflected in the school plans. All items purchased must support the mission of the school. Materials and instructional resources are provided as needed. Both certificated and classified staff support and assist students with school work or social/emotional needs. The administrative staff believes strongly that the first priority is to provide teachers with the resources they need to deliver effective instruction, and students with a program that meets their academic needs.</p>	<p>Pay Voucher Forms Job Descriptions Budget</p>
<p>All major decisions regarding the school program and student learning is made as a team. All staff share in the responsibility of providing support to students. Several staff take on leadership roles providing instructional support to teachers or running the PLC meetings. For example, staff meetings begin with student concerns. These discussions can last as much as an hour and a half. Additionally, not only teachers, but support staff check in with students on their progress. The office manager routinely checks in with students about their grades and provides parents with progress information in addition to the Principal, Student Services Coordinator (SSC), the tutorial teacher, and the resource teacher. This holistic approach increases students' sense of belonging and prevents student struggles from going unnoticed improving overall performance in class.</p>	<p>Staff meeting agendas Observation</p>
<p>The school leadership and staff routinely evaluate the school program for areas to improve student success during admin meetings, staff meetings, and at the before school and end of year meetings. Additionally, with such a small staff, much of the discussion happens informally.</p>	<p>Admin Agendas Before School Agenda Staff meeting agendas</p>
<p>Given that the staff is spread out over four different site locations, the primary form of communication is email. It is effective for items that do not need to be immediately</p>	<p>Observation</p>

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<p>addressed. Anything more immediate is handled via phone. This does create a disruption within the classroom, therefore, it is only used to address immediate needs.</p>	
<p>The staff at all levels works as a team. All major plans are discussed and decided upon as a team prior to implementation. Given this atmosphere there is very little conflict amongst staff. If there is a difference of opinion about how the school should move forward and a situation should be handled, the staff is excellent at discussing it respectfully and accepting the majority's decision.</p>	<p>Staff meeting agendas Observation</p>

**A4. Staff: Qualified and Professional Development Criterion**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Indicators**

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>During the interview stage each potential employee is informed that the school is an “at will” employer as well as some of the expectations of staff. Through the questioning process the culture of the school is explained. The employee is briefed as to what the position entails. The goal of the interview process is for both us and the potential employee to be able to determine if we are a good fit for each other.</p>	<p>Interview Questions</p>
<p>All certificated and paraprofessionals must be highly qualified. As part of the hiring process, potential employees are generally interviewed by a panel of staff members. In addition, references, credentials, and employment history are checked to ensure staff is highly qualified.</p>	<p>SARC Teacher Credentials Employee Tracker</p>
<p>If a teacher holds multiple credentials and is highly</p>	<p>Class Schedule</p>

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<p>qualified in each, it is always the aim to assign teachers based on their highest level of expertise while still meeting the curriculum needs of the student body. In addition, Instructional Assistants are placed based on their ability. Some Instructional Assistants are best suited working with a teacher while others are able to manage a class on their own.</p>	
<p>Prior to the start of school the administration informally and formally discusses relevant information with new staff as it arises. All staff have access to administration for questions. The goal with new staff is to allow them to slowly gain the information they need over the course of the two weeks prior to school starting, rather than give them everything they will need for the whole year at one meeting.</p>	<p>Observation</p>
<p>All employees are provided an Employee Handbook at the beginning of every year that outlines the school employment policies. All staff must sign that they have read and understand the employment policies. The staff also receives the ABC Procedures at the beginning of the year that outlines our agreements with regards to academics, behavior and communication. Both the Employee Handbook and ABC Procedures are reviewed at the meetings prior to school beginning.</p>	<p>Employee Handbook ABC Procedures Before school meeting agenda</p>
<p>There is not a written decision-making process. However, major decisions that affect the organization and staff as a whole always include collaboration with the staff. Individual questions or approvals are directed to the principal, who makes the decision or brings the question to the management meeting for discussion.</p>	<p>Observation Staff meeting agendas</p>
<p>The overall relationship between the leadership and staff is that of a team with open communication about any concerns or issues. The leadership values and supports staff opinions and input. Staff feels they can approach the leadership when needed. Any issues affecting the staff or organization as a whole are addressed in a very transparent way. The staff feels able to approach the leadership with their needs and concerns.</p>	<p>Observation</p>

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<p>The school does not have predetermined pacing guides. Teachers determine the pace of instruction with the general understanding that there is a certain amount of curriculum that must be covered. We believe strongly that teachers need the flexibility to adjust instruction based on the needs of the students.</p>	<p>Observation</p>
<p>Staff receive 13 days during the year for professional development. Some of those days are highly structured with specific trainings. Others are used for collaboration and planning.</p>	<p>Academic Calendar Before school agenda</p>
<p>Teachers are encouraged to attend professional development each year. All costs associated with any training are covered by the organization.</p>	<p>Purchase Orders</p>
<p>The most recent professional development has been focused on the social-emotional health of students and developing a positive school and class culture.</p>	<p>Before school agenda Staff meeting agendas</p>
<p>The staff participates in PLC meetings where they collaborate about instructional strategies, share resources, and discuss assessment practices.</p>	<p>PLC Meeting Notes</p>
<p>All new teachers participate in an induction program. Several teachers have served as support providers. Currently, one teacher is in an intern program.</p>	<p>Induction Forms</p>
<p>At the beginning of each year, teachers analyze their testing data, identifying areas that need more focus. Teachers conduct a self-evaluation and set goals based on student achievement and professional growth. The principal's goal is to conduct an observation at least once a year. After the observation, the principal and teacher conference to discuss what was observed. At the end of each year the principal and teacher meet to discuss progress on their goals. Additional informal observations occur throughout the year. However, the consistency of observations is an area of growth. The principal does not always observe every teacher each year.</p>	<p>Observation Form</p>
<p>The effectiveness of professional development is</p>	<p>Observation Form</p>

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<p>demonstrated in the academic improvements students are making both in standardized test scores and grades over their previous performances. During the before school staff development, teachers use student data to determine areas for professional improvement and focus for the coming year as part of the evaluation and observation process.</p>	<p>Staff Meeting Agendas CAASPP Data Annual Report</p>
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## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

### Indicators

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

## A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

### Indicators

**A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

**A6.2. Regular Accounting and External Audit Procedures:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.3. Processes for Implementation of Financial Practices:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**A6.4. Budgeting Process — Transparency:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.5. Adequate Compensation, Staffing, Reserves:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

**A6.6. Marketing Strategies:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**A6.7. Informing the Public and Appropriate Authorities:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

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**A6. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All resources are allocated based on meeting the mission of the school, Common Core State Standards, the SLOs and critical learner needs. During the planning process for each year, the administration with staff input evaluates the needs for the coming year to determine if additional staff, materials, housing or other resources are needed to maintain or improve the educational program. Additionally, more long-term program needs are identified. Allocations are then determined based on the evaluation of the short term needs and to plan for the long-term needs.</p>	<p>Administrative meeting agenda Staff meeting agenda Budget</p>
<p>In the last quarter of each year and the beginning of the new year staff provide curriculum and materials requests. In addition, throughout the year if additional resources are needed, the staff is provided the resources. It is the administration's belief that providing teachers with the resources they need is necessary to meet the academic needs of students.</p>	<p>Administrative meeting agenda Staff meeting agenda Materials Request Form Budget</p>
<p>Teachers are able to provide the instructional program students need to improve student learning because they have the curriculum they need and students have the supplies they need to participate in the academic program.</p>	<p>Observation Testing Data</p>
<p>AAA's budgeting system includes a budget approved by our board using SACS (Standardized Account Code Structure) object codes. The budget reflects the program, scope and the mission of the school. The budget undergoes constant revision by the treasurer, as new information becomes available. The board approves revised budgets periodically during each year. Additionally, the school submits budgets and other financial reports to Ukiah Unified School District, as required.</p>	<p>Budget Board Meeting Agenda</p>
<p>During the budgeting process a priority is made on maintaining a balanced budget while building the school's reserve during years with higher revenue in the event of an economic slowdown and decrease in funding. This long</p>	<p>Budget Job Descriptions</p>



<p>term planning has resulted in a fiscally sound school with a reserve of approximately \$1.6 million that can be used in small amounts as a supplement during years of decreased revenue without severe cuts to the program, or for future expansion of our program and facilities.</p>	
<p>The business office for Charter Academy of the Redwoods (CAR), the non-profit corporation that operates <i>Accelerated Achievement Academy</i>, has a very effective accounting system. External Audits are conducted annually and submitted to Ukiah Unified School District, Mendocino County Office of Education and the State Controller. The audit has resulted in no audit exceptions since the school opened and no audit finding since the 2009-2010 school year.</p> <p>CAR works with Mendocino County Office of Education (MCOE) for fiscal services including payroll, accounts payable, accounts receivable, financial record keeping, and communication with state agencies. CAR uses the MCOE computer system to maintain records of all income and expenditures using the full Standardized Account Code Structure (SACS). Funds, except for revolving cash and student activities funds, are kept in CAR's account with the County Treasurer. Generally, for fiscal matters, MCOE regards CAR (and other direct-funded charter schools) the same way it regards individual school districts within the county.</p> <p>Fiscal management responsibilities are spread among a number of individuals, with ultimate responsibility in the hands of the corporate officers and the Board of Directors. Officers are: Elna Gordon, President and Co-Executive Director; Selah Sawyer, Secretary, Co-Executive Director, and Principal; James Switzer, Treasurer and Chief Fiscal Officer. Other employees with fiscal responsibilities are: Melinda Decker, Student Services Coordinator; and Kerri Thies, Coordinator of Operations at AAA; and Terri Bollig Office Clerk.</p>	<p>Audit Internal Fiscal Management Plan Staff Meeting Agendas</p>

<p>CAR maintains many written policies and procedures covering fiscal activities. These, along with the standardization required to use the MCOE system, and the guidance from MCOE staff members and our auditors, controls our fiscal procedures.</p> <p>The Board of Directors receives information on fund balances and changes in expenditures by way of a treasurer’s report at each Board of Directors’ meeting. Further, the Board receives this information when it approves state-required financial reports and revised budgets.</p> <p>The Treasurer, James Switzer, monitors the adopted budget and actual expenses at least every two weeks by reviewing reports from the MCOE accounting system. The Board of Directors is involved by reviewing the treasurer’s report at each board meeting and by reviewing and acting upon required financial reports and proposed budget revisions.</p> <p>The approved budget is modified by the Board of Directors upon the recommendation of the treasurer, after conferring with other officers and staff members. Budget changes are made to maintain focus on the mission of each school in the context of continually changing conditions.</p> <p>When severe changes to revenue occur, the staff is included in the evaluation of the budget for areas to decrease spending. This level of transparency and teamwork in addressing the necessary changes, created a great deal of understanding amongst the staff for the decisions made by the management team.</p>	
<p><u>Cash Receipts</u>                  CAR sometimes receives checks for rebates from vendors, donations, reimbursements, or for other reasons. These checks are deposited in the county treasury periodically as they accumulate. CAR also has a student activities account in which cash receipts are deposited.</p> <p><u>Cash Distributions</u></p>	<p>Internal Fiscal Management Plan</p>

Terri Bollig prepares pay vouchers. MCOE reviews them and prepares checks. James Switzer reviews the checks and other documentation and directs the mailing of checks. Pay vouchers are not used for the revolving cash account. Checks are written from this account only when a vendor must be paid immediately. James Switzer, Elna Gordon, and Selah Sawyer have access to the checks and are authorized to sign them. (Two persons must sign.) Melinda, Coordinator of Technology, is also an authorized check signer. The account is reconciled monthly and reimbursed periodically. James Switzer makes entries in the check register and maintains accounting records.

Receivables and Revenue

All money from government sources, with rare exceptions, comes to CAR through MCOE. MCOE makes accounting entries and deposits funds in CAR's account at the county treasury. Other revenue and receivables are rare. CAR rarely conducts any activities where it issues invoices to a debtor for goods or services. In the event CAR receives checks for receivables, CAR deposits them in the county treasury. James Switzer prepares deposit documents and Elna Gordon reviews them.

Inventories

No formal inventory of unused materials and supplies is maintained. Educational supplies are maintained by teachers in their rooms and general and office supplies are maintained in the school offices and subject to immediate use. James Switzer, who does not normally place orders or receive material, is responsible for inventories of equipment, furniture and fixtures.

Fixed Assets

A list of fixed assets is maintained in the business office. A detailed list of property shows asset description, serial number, acquisition date and other information. An updated list is furnished annually to the Mendocino County Assessor in conjunction with the application for property tax exemption, and to CAR's auditor. Items acquired with grant funds are identified. Items are marked with identification tags referenced by item number to the equipment list. Items are removed from the list when they

are discarded or otherwise retired from service.

Accounts Payable and Purchases

An officer approves all large orders. A temporary file is created when an order for goods or services is made. The documents in the temporary file for each order contains information needed to determine what was ordered, who authorized the order, facts to properly code the payment, and the identity of the vendor. Orders paid for by credit card are placed in a sub-file by credit card issuer. Upon receipt of the order or completion of the work, the file is turned over by the person who verifies the receipt or completion to James Switzer who creates a pay voucher. For services that are ongoing and billed periodically, such as utilities or rent, Terri Bollig creates a pay voucher upon the receipt of an invoice. After authorization by James Switzer, the pay voucher is sent to MCOE, who writes a check. James Switzer directs the transmittal of the check to the vendor. Original records are kept by pay voucher in each vendor's file. Photocopied records are kept chronologically by each accounts payable batch. This system enables us to insure that goods and services are not paid for unless they are received. We can also easily determine if orders have not been received or the total amount of funds encumbered by reviewing the temporary file of pending orders. When a contract is entered into, a separate log is made showing the total amount of each contract, the amount paid and the amount remaining to be paid.

Payroll

CAR's payroll is handled through MCOE. The corporate treasurer prepares a salary agreement for each employee, with the amount of pay based on the board-approved salary schedule. Employees working in the CAR business office review timesheets and other documents and submit payroll prelists to MCOE. MCOE reviews the submitted information and prepares checks or makes direct-deposit transactions to employees' bank accounts. MCOE transmits payments to various agencies for payroll deductions or furnishes us checks for this purpose. Records of these transactions are maintained in the MCOE computer system.

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<p><u>Contracts</u> Contracts are granted according to state bidding laws. AAA does not currently have any contracts of \$75,000 or more.</p>	
<p>The school occupies a business building as well as two buildings on the fairgrounds. The school also uses several classes on the campus of our sister school. The school has sufficient classroom space to house all of the students, but is running out of space for support services. There is also no space to expand our course offerings. Additionally, the broken up nature of the campus interferes with informal teacher collaboration as well as cuts into instructional time because of the need to walk back and forth between the various campuses. The lack of one campus also seems to interfere with our ability to create a more unified school culture, although the staff takes measures to mitigate the effect.</p>	<p>Observation</p>
<p>The staff philosophy is that everyone is responsible for maintaining the facilities. All staff is expected to keep the buildings neat and clean. We share this philosophy with our students. The students are responsible for taking out the trash and recycling as well as picking up the classroom at the end of each day. Any maintenance needs are reported immediately to the Facilities Manager for repair and are promptly addressed.</p>	<p>Observation</p>
<p>At the end and beginning of each year, staff submits requests for any new textbook adoptions, other curriculum needs, or technology needs to the Principal. Usually, all curriculum requests are granted. Occasionally, textbook adoptions are postponed if new state adoptions are occurring the next year or the current textbook is fairly new. Additionally, in years with large numbers of requests, priority is given to the oldest adoption. The teachers are given the freedom to evaluate curriculum and determine if it meets their needs when purchasing new adoptions. In the case of math curriculum, two math teachers evaluate several math curriculums and chose one for the school to provide consistency across the</p>	<p>Staff meeting agendas Reimbursement form Materials request form</p>

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<p>grades. Recently, the school heavily invested in technology based on teacher and student need purchasing new Chromebook labs for all the classrooms. All materials requests are given to the office manager to order. The office manager gives any unusual or larger requests to the principal for approval. All major purchases must be approved by an officer. The teachers are permitted to purchase curriculum and materials valued at less than \$100 and submit for reimbursement for the cost.</p>	
<p>Given the relatively small town, hiring qualified teachers often requires recruiting teachers from out of the area. Therefore, the school provides relocation money for hard to fill positions. Selected applicants are interviewed and references checked to better ensure we choose quality teachers. Leadership is readily available and willing to help all staff. The leadership respects and trusts the staff's judgment and decisions. The trust and respect amongst all members of the staff as well as our shared values and desire to meet the needs of our students has created an exceptionally close and caring environment. All staff is encouraged to continue to develop their skills through professional development or further education, as well as, share their techniques and strategies with other staff.</p>	<p>Interview Questions                  Observation                  Salary Schedule                  Budget</p>
<p>The school maintains an adequate staff for meeting the program needs. No teaching positions are filled with emergency substitutes or teachers teaching outside of their credentialed area. As the level of teacher experience increases the salary begins to fall behind the local school district. The school has made efforts to improve the compensation. Additionally, the health benefits package is better than the local district creating a comparable total package. Additionally, the compensation to paraprofessionals, office personal, and campus aides is comparable to the local district and area. The compensation for the Principal/Co-Executive Director is lower than comparable positions with the local district and other charter schools in the area.</p>	<p>Class Schedule                  Salary Schedule</p>

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<p>The school maintains a healthy fund balance considerably higher than the minimum required. The strong fund balance will allow the school to maintain their program while struggling with a decline in enrollment as a result of the pandemic.</p>	<p>Budget</p>
<p>The school at its peak had approximately 176 students enrolled. In the last six years, enrollment has declined reaching a low of 132 students at CBEDs this year. Prior to COVID enrollment had leveled off at about 145 students at CBEDs. However, the school did not see the same interest in new enrollment post distance learning. The school does market the school. The marketing includes several ads in local publications, participation in community events, announcement on the fairgrounds marquee, a banner on the building, an advertising banner across State St, a radio ad, an ad on the side of a local public transportation bus, and school sponsored city league sports teams. However, many of the students still come to us because they have a relative or friend attending, or someone in the community referred them to our school.</p>	<p>Ad Pay Vouchers</p>
<p>Annually student and parent surveys are given asking for feedback on the educational program and suggestions for improvement. The surveys are used during the staff's end of the year program evaluations to determine improvements and changes for the next year.</p> <p>All plans are submitted to the business office to be included in multi-year budget projections to ensure their long-term viability.</p>	<p>Surveys</p> <p>Multi-year budget projections</p>

## **ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.\*

### **Summary:**

Accelerated Achievement Academy's mission to accelerate student achievement towards a successful future is an integral part of the academic program. It is communicated to parents and students at orientation and on all important documents. The mission is recited by students and staff regularly, and influences decisions regarding program development and allocation of resources. The mission is consistent with meeting the needs of struggling and below grade level students in our community who are focused on career exploration, and with the belief that all students can achieve. Board policy contains language supporting the mission and shared beliefs about student achievement. The Schoolwide Learner Outcomes are also reflective of the mission defining what skills and abilities are needed for a person to be successful in the 21<sup>st</sup> century.

The procedures for the election of Directors are outlined in the bylaws. The Board of Directors consists of current or former parents. The board policy and bylaws supports the mission and delivery of curriculum with clear expectations for curriculum and instruction. The board is not directly involved in the revision of the SLOs, however, it does approve the SLOs as part of the charter. The board annually reviews and approves the Single Plan for Student Achievement and LCAP. The board assigns the Co-Executive Directors and Chief Fiscal Officer the primary responsibility for implementation of board policy and bylaws.

The staff meets at the beginning and end of each year to evaluate the educational program offered to students based on student data and feedback. In addition, the program is reviewed throughout the school year during staff meetings and staff work days. The Single Plan for Student Achievement, LCAP and all resource allocations reflect the needs of the students.

All teachers except one are fully credentialed and are highly qualified. All staff receives the Employee Handbook and ABC procedures at the beginning of each school year. Teachers with multiple credentials are usually assigned to classes they have the greatest expertise. The school does not have written policies regarding how decisions are made. In general, major decisions involve input and collaboration with teachers. Individual approval or questions are directed to the principal. Overall, the staff and administration functions as a team working together to create an effective program.

New teachers and mentor teachers participate in an induction program. Additionally, other professional development is offered throughout the year in the form of conferences, trainings, and PLC meetings. In addition, teachers conduct self-evaluations and set professional goals at the beginning of each year. Informal observations or walk-throughs occur throughout the year. The effectiveness of the professional development is evident in the improvement of student grades and test scores.

All aspects of resource allocation are based on meeting the mission of the school, Common Core State Standards, SLOs and program needs. The staff levels and financial resources are currently sufficient. The facilities provide adequate classroom space, but limit program expansion and hamper instruction time and collaboration time. Routine review and revision of the educational program is a top priority during staff work days before, during and after the school year. Sound budget practices and accounting procedures have created a fiscally solvent school with a sufficient reserve. Annual audits conducted by an outside agency, and submitted to Ukiah Unified School District, Mendocino County Office of Education and the State Controller, routinely find no exceptions or findings.



### Areas of Strength

1. The education program is driven by a mission and shared values.
2. The staff works as a team to improve the educational program and address issues.
3. The school has strong fiscal management and planning that has created a solvent school with a strong fund balance.
4. The school has never had any audit exceptions and no findings since 2009-2010.
5. The budgeting process is transparent and all staff is involved in prioritizing suspending.
6. Teachers are provided the materials and resources needed to provide quality instruction.
7. Teachers are provided multiple opportunities to participate in professional development.

### Areas of Growth

1. The school needs to clearly communicate the SLOs to all stakeholders.
2. The school needs to improve the school facilities to allow for program expansion and an improve school culture.
3. The school needs to increase enrollment to maintain or possibly increase services available to students.

## Category B: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

#### Indicators

**B1.1. Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.4. Integration Among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school.

**\*B1.5. Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>In preparation for distance learning during the 2020-2021 school year, several staff members attended Stanford Online High School’s webinar “Teaching Your Course Online: The Essentials.” They also attended San Jose State University webinars on a wide range of distance learning topics. Consequently, all Accelerated Achievement Academy teachers learned and used current technological learning management systems in order to adapt traditional curriculum into a digital format. One teacher attended conferences through the National Endowment of the Humanities to help integrate historical curriculum about social reform and apply it to current events and literature. Another teacher attended a conference through the Freedoms Foundation to gain curriculum for American History and Government. The science department got new textbooks (Houghton-Mifflin’s <i>Science Dimension</i>) that allow students to apply concepts in multiple-modalities focusing on kinesthetic methods. All teachers with preliminary teaching credentials participate in the state’s beginning teachers’</p>	<p>Stanford Online High School Webinar; San Jose State University webinars, National Endowment of the Humanities course on social reform, Freedoms Foundation for American History and Government, Houghton-Mifflin <i>Science Dimension</i> textbooks, BTSA Participation Publications</p>

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<p>program (BTSA). The school is a member of the California Charter Schools Association. We also receive numerous current publications and magazines.</p>	
<p>All core teachers at AAA use Common Core State Standards for math and English as well as state standards for science and history as strict guidelines for planning all curricular activities including curriculum maps, lesson plans and quarterly projects. Teachers and administration routinely access the California Department of Education website and resources. Additionally, non-core courses have standards or topics assigned to drive instruction throughout the year.</p> <p>AAA does not provide “A-G” courses as that is not our mission. Our mission to raise a student’s academic skills to the point they are ready for “A-G” courses or to attend a junior college after graduating. If a student is ready for those courses, they are referred to our sister school or the local district high school.</p>	<p>Adoption of Standards Aligned Curriculum  Student Samples  Curriculum Maps  Integrated Projects  Course Catalog</p>
<p>All courses are taught using texts and materials that are aligned to the current state standards. New math and ELA texts, aligned with the Common Core standards, have been adopted at the elementary, middle, and initial high school levels to support instruction of the standards. The SLOs were revised to better reflect what is actually taught in the classrooms, and the school’s mission of providing students the skills and tools they need for a successful future. The effectiveness of the instruction at meeting the standards, SLOs and the mission can be evaluated based on state testing data, which indicate that AAA is performing above many other schools within Mendocino County. It can also be evaluated based on the success these students have in the classroom compared to previous schools, and the execution of post-secondary plans by our graduates. In the middle school math and science departments, students are learning math through computing and robotics with UC Davis’ C-Stem Studio curriculum that has A-G program status.</p>	<p>Adoption of Standards Aligned Curriculum  SBAC Test Results  Annual Report  Observation  C-Stem Studio</p>
<p>Each grade has numerous academic vocabulary words which</p>	<p>Academic Vocabulary Words</p>

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<p>students will be able to properly pronounce, spell, and define in both a written and verbal context.</p> <p>Students in all grades are equipped with Chromebooks and become trained in Google Drive for its use across all of their classes. They also all have IXL accounts which allows them to practice skills across all curriculum.</p> <p>Integration of coursework is evidenced by the collaboration between the middle school English and Science teachers on curriculum. For example, students gather data and run experiments in science, which is then written up in English using a claims, evidence and reasoning format. This crossover supports the development of reflective writing and analytical skills during ELA using research and results collected in science.</p>	<p>Chromebooks Google Drive IXL</p>
<p>The school has not conducted formal studies of articulation. Past attempts to survey graduates of our school have not yielded enough results to gather this data. However, given our small school and close relationship with students, we often hear from them multiple times a year after graduation. Anecdotally, we know that many of our students attend the local community college and medical assistant and phlebotomy programs through the department of education after they graduate.</p> <p>In partnership with the local community college, our school offers a college business course on our campus to 11th and 12th graders. We also encourage dual-enrollment so that our students earn college credit along with their high school diploma. Many of the schools in our area, including both Mendocino and Lake counties, act as feeder schools to AAA due to our success with at-risk populations.</p>	<p>Partnership with the local community college Dual Enrollment Enrollment Report</p>

**B2. Equity and Access to Curriculum Criterion**

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

**Indicators**

**B2.1. Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

**B2.3. Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

**B2.4. Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>At the high school level, this year a Career Exploration curriculum is being introduced to 9th grade (and will eventually roll out to 10th grade as well) to introduce students to different career options in an academic setting. For 11th and 12th graders, they are enrolled in a CTE course focused on Child Development.</p> <p>Students take yearly tours of the local community college, Mendocino College, and visit Mendocino County Office of Education where many training programs are offered. The students create an account on the California colleges' website and apply for financial aid. We also have yearly visits from military recruiters as well as guest speakers in other careers. Qualified students are aided in applying for CAMP (College Assistance Migrant Program), in which they can receive additional financial aid and support. Furthermore, students in College and Careers hear various speakers from different professions and frequently research and present career options.</p> <p>All teachers incorporate real world application into their lessons to make the curriculum relevant. For example, senior's studying economics apply the concepts to personal finance.</p> <p>Our school has an Student Services Coordinator (SSC). The SSC meets with students individually throughout the year to</p>	<p>Career Explorations Class                      CTE Child Development Class                      Class Schedule                      Course Catalog                      Field Trips                      Guest Speakers                      Student Services Coordinator                      Job Description</p>

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<p>discuss future plans. She provides college and career information to grades 4-10 periodically throughout the year. The SSC also assists students in signing up for college classes while still in high school, arranging for job shadowing and assisting students in signing up for technical programs at Mendocino County Office of Education.</p>	
<p>As a small school, we only have one class at each grade level. All students participate in the same academic program. Therefore, all students have access to a rigorous, relevant, and coherent curriculum.</p> <p>To ensure that all students can access the academic program, the school has a full-time resource specialist and a part-time resource aid to support students with IEP plans. The resource team often provides small group or one-to one assistance within the classroom setting on assignments. Teachers also provide accommodations for students with IEPs as necessary. Each teacher has Chromebooks for every student in their class, so IEP students always have access to typing an assignment instead of handwriting if their plans ask for it. In addition to the resource team. The school has an instructional aide who works with students in grades 4-6 who need extra support.</p> <p>Furthermore, the school has a built-in tutorial period for each grade. This is a “study-hall” period, three times a week, where students can complete or catch up on work. In this class, the teacher keeps track of each students’ grades in every class. She also frequently prints out lists of missing assignments for students so they know what they need to work on. Students can also keep track of their own progress on PowerSchool, which lists all of their grades in each class. They can also access this program at home. Students also have an assignment log (used in all classes), which helps them organize their assignments and due dates.</p> <p>The school has an in-house math tutor who provides support during math class and tutorial periods.</p> <p>Lastly, the school has an ELD instructor who works with EL students in small groups to increase their English skills. All</p>	<p>Resource teacher/Aide schedule</p> <p>ELD Schedule</p> <p>Class schedule</p> <p>Chromebooks</p> <p>PowerSchool</p> <p>Teachers’ credentials</p> <p>Assignment Log</p> <p>Projectors/Document Cameras</p> <p>Math Tutor</p>

<p>teachers have credentials that fully allow them to teach EL students. All teachers use various SDAIE methods to assist EL students (such as integrating visuals, audio recordings, etc.). Most teachers use projectors and document cameras. Consequently, when teachers model how to complete an assignment, all students can follow what the teacher is doing. This especially helpful for analyzing written sources.</p>	
<p>Parents meet with teachers in grades 4-6 for parent conferences, which are consistently scheduled. In grades 7-12, parents are encouraged to contact teachers whenever they have a concern or would like to meet in person. The teachers contact parents as needed to discuss student progress. Furthermore, the resource teacher schedules yearly IEP meetings for each Special Education student. Our school also has a Showcase twice a year that invites parents and students to see what the students are learning in class.</p> <p>Juniors and seniors talk about future college and career plans on a regular basis with the Student Services Coordinator. The coordinator also keeps contact with parents regarding student performance. Lastly, the SSC organizes a Cash for Colleges night that parents and students may attend. However, this process is mostly a communication between the student and staff. The staff does not formally meet with each parent to discuss future planning for their child.</p> <p>The school uses PowerSchool which allows parents, students and staff the ability to monitor students' grades 24/7 from any internet connection. This allows all staff to assist in monitoring student progress and empowers parents and students to stay informed about how they are doing. All teachers are required to maintain their grades within a set time frame.</p> <p>Students who are deficient in credits participate in Grad Path during their junior and senior year. This course gives students time to get caught on the credits they need.</p>	<p>School Calendar  Student Services Coordinator  Class Schedule  Showcase  Course Catalog  Help Hour Schedule  Summer School Form  PowerSchool  SES MOU</p>

<p>A tutorial class is built into the day for each grade at AAA. This gives students the opportunity to complete the work from that day or any missing work that needs to be made up. The tutorial instructor prints, monitors students grades, and provides students a list of their missing assignments. The students are required to keep an assignment log for each class that the tutorial teacher checks to make sure students are staying on top of their assignments.</p> <p>After school tutorial is available Monday, Tuesday, Thursday and Friday afternoons. This allows students an extra hour at the end of those days to catch up on work or missing credits under the supervision of a credentialed teacher. For students who are failing classes, this tutorial may be mandatory.</p> <p>Additionally, each teacher offers a formal help hour after school where any students can drop in for extra tutoring or assistance on an assignment. While this is the formal hour available for help, all teachers will make arrangements to meet on alternate days after school.</p> <p>The school provides Supplemental Education Services to students through a local tutoring center.</p> <p>Summer school is also provided for students in need of extra practice, or course recovery.</p> <p>Students are also given opportunities to meet standards and achieve outside the regular school hours. Twice a year we provide a “Student Success Friday” during which students can make up credits, make up assignments, receive extra help or complete extra credit.</p>	
<p>The Career Explorations class for 9th (and eventually 10th grade) introduces students to the career paths and options available to them after high school. The Student Services Coordinator regularly engages with the juniors and seniors. For each of these classes, guest speakers are brought in from a variety of career backgrounds. The guest speakers provide insight into the career paths they have chosen. This insight</p>	<p>Career Explorations Class                  Student Services Coordinator                  Personal conversations with graduates, current students, and parents.                  Class Schedule</p>



helps to inform our students about possible career choices they can make and what it takes to achieve those career goals. In addition, high school students attend field trips to career fairs at the local community college, Mendocino College. These field trips are intended to help students become more aware of career options after high school and spark their interest.

Students also work on developing job search skills such as completing a job application and resume writing.

Additionally, Accelerated Achievement Academy offers a CTE (Career Technical Education) class to the junior and senior class: Child Development. Also, we provide a CTE college class on our campus in business.

Eleventh grade students are required to take a course called Life Skills. This class teaches everyday life skills such as personal finance, stress management, effective communication, and nutrition.

Given our small school and close relationship with students, we often hear from them multiple times a year after graduation. Anecdotally, we know that many of our students attend the local community college and medical assistant and phlebotomy programs through the department of education after they graduate.

## ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

### Summary:

Accelerated Achievement Academy uses Common Core State Standards in both mathematics and language arts, as well as the California State Standards in history and science, as strict guidelines for planning all curricular activities. Several classes and grade levels are in the process of adopting new curriculum. In addition, each student at the school has access to a rigorous, relevant and coherent curriculum. All teachers at Accelerated Achievement Academy are highly qualified and credentialed to teach English Language Learners students. We have a resource teacher, math tutor and an aide that work with IEP students. Freshmen and sophomores are in the process of learning about career opportunities in a Career Explorations class. Furthermore, the juniors and seniors are developing their post-high school plans with the Student Services Coordinator. Lastly, students and parents have access to student grades 24 hours a day on PowerSchool, an internet-based program. The school has several measures in place to provide support for students including tutorial, after school tutorial, help hours, in-house tutoring and summer school.

The criteria in Category B are at the heart of the identified critical learner needs. We have expanded our course offerings to increase student opportunity for career exploration, preparation for postsecondary education, and pre-technical training, as well as, our support programs.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.\*

### Areas of Strength

1. Accelerated Achievement Academy's small school setting allows for a more individualized education and support for each student.
2. Students who stay with AAA over the years (grades 4 through 12) benefit from a cohesive overall focus on academic and career success.
3. Students have access to college curriculum without having to leave the AAA campus.
4. AAA broadens the horizons of an at-risk student population so they have confidence to succeed in whatever career path they choose.

### Areas of Growth

1. AAA could benefit from more access to a variety of career fields of interest to its students (automotive technology, cosmetology, etc.).
2. AAA could benefit from increasing the opportunities for students to earn various licenses and certifications (e.g. CPR, First Aid, Babysitting, HAM Radio, etc.) before graduating.
3. AAA could benefit from additional, diverse staffing that more closely reflects the demographic and interests of the student population.
4. AAA could benefit from a system of following up with graduates and alumni post-

high school.

## Category C: Learning and Teaching

### C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

#### Indicators

**C1.1. Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Given the small nature of our school, all students participate in the same academic program which is challenging and meets the state adopted standards and SLOs. Our target population typically has struggled in school and needs additional support. Therefore, our instruction is highly scaffold to allow access by all students. Our small class sizes ensure that all students are more easily monitored for participation.</p> <p>Additionally, students and parents are informed at orientation that our Academic Code states “I am doing a full day of quality work today.” It is made clear that students are expected to be active participants in class and will not be permitted to “opt out” of work.</p>	<p>Student-Family Handbook Compact Student Work Samples Class Observations</p>
<p>As is grade level appropriate, teachers provide syllabi that explain course topics and expectations. AAA utilizes a descriptive grade scale based on student progress and achievement that is standard to all classes. The grade scale is outlined in the orientation and then reviewed by the teachers at the beginning of the year.</p> <p>A variety of instructional techniques are used to communicate standards and expectations to students, such as: assignment logs, verbal explanations, games, writing on the board, posters, rubrics and hand-outs.</p>	<p>Student-Family Handbook PowerSchool Assignment Logs. Teacher Handouts Classroom Observation Student Work Samples Rubrics Course Syllabi</p>
<p>Teachers must use multiple teaching techniques in their</p>	<p>MobyMax</p>

<p>instruction to meet the needs of our student populations. Teachers provide a great deal of scaffolding and use multiple strategies to provide engagement including technology, art, and modeling.</p> <p>Teachers differentiate instruction based on student needs, such as ELL and IEP status, in order to provide accessible and challenging work for all students. Students in grade 4-12 receive remedial practice on math concepts during Learning Lab and Tutorial. Additionally, all teachers provide accommodations to work to better meet the needs of students.</p> <p>All teachers have mobile computer labs, LCD projectors and document cameras in their classrooms. Teachers give assignments for internet-based programs such as Moby Max, IXL or Khan Academy to enhance content learning, provide additional practice or address skill gaps.</p> <p>Teachers monitor student progress and determine if re-teaching or extra support is needed based on student performance on classwork and assessments.</p>	<p>Khan Academy IXL Renaissance Learning Big Ideas Math Online Google Docs, Sheets, Slides and Forms Google Classroom Classroom Observation Teacher Handouts Journals/ Notes</p>
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**C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

**Indicators**

**C2.1. Teachers as Facilitators of Learning:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

**C2.2. Creative and Critical Thinking:** All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning:** All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

**C2. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>Teachers across the curriculum use technology to enhance instruction. In addition to watching relevant videos and documentaries, teachers use slide shows to present information. Teachers also present virtual science labs using the internet. Some math teachers are using the online classroom in our math adoption for student assignments. Some of the math teachers also access several online sources like geogebra.org, IXL, Google Classroom, and Moby Max to enhance their instruction.</p> <p>Teachers also make regular use of designated Chromebook access for student research, writing, and presenting. Utilizing individual Chromebooks, students also access several programs to provide supplemental or remedial support. Additionally, credentialed teachers make use of available online or in person training to keep current in updated software and instructional materials.</p>	<p>Classroom Observation                      MobyMax Report                      Big Ideas Math                      Student Work Samples                      Khan Academy                      IXL Reports &amp; Diagnostics                      Google Classroom                      HMH                      Savvas Realize                      Quizlet                      Quizizz                      Readworks                      Read Naturally                      PBS. Learning Media                      Renaissance Learning                      Myon Reading Reports                      Junior Scholastic</p>
<p>Given the target student population, all teachers provide a great deal of scaffolding to make curriculum accessible to all students. For example, when asked to write an essay, students are provided support and feedback at each step in the process.</p>	<p>Classroom Observation                      Student Work Samples                      Teacher Unit Plans                      Teacher Help Hours</p>

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<p>The differentiation, scaffolding, and remedial support have resulted in more successful students with increases in individual test scores and classroom performance.</p> <p>Teachers utilize differentiation methodologies, in addition to teacher's editions of curriculum, when creating engaging and differentiated instruction.</p> <p>Teachers structure units and courses in developmentally appropriate ways, in order to foster development and application of knowledge.</p> <p>Teachers give individual instruction and encouragement as needed. This process is facilitated by the small school environment and class schedule.</p> <p>All teachers and staff commit to foster the highest potential in each student.</p> <p>Teachers are aware of current research concerning English Learners and students with IEPs. Teachers accommodate and modify curriculum as appropriate.</p> <p>Teachers participate in professional development activities to enhance their understanding of student learning.</p>	<p>Observation Agenda BTSA Staff Meeting Agendas</p> <p>Tutorial Math Tutoring Specialized EL instruction</p> <p>Employee Handbook</p> <p>PowerSchool Comments</p> <p>Professional Development PLC Notes/documents</p>
<p>Teachers develop units that contain lessons that build upon each other. At various points within each unit students are asked to create knowledge through exploration and discovery. They are asked to communicate that knowledge in various ways including written and oral presentations. For example, in math several teachers provide concept exploration activities prior to teaching the lesson. Students use prior knowledge to explore the new concept and develop conceptual understanding that they must then communicate. Only after the conceptual exploration, do they receive instruction on the new concept.</p> <p>Students also receive explicit instruction on note-taking, annotating, close-reading, as well as evaluating internet</p>	<p>Student Work</p> <ul style="list-style-type: none"> <li>● KWL Charts</li> <li>● Choral Responses</li> <li>● Whiteboards</li> <li>● PowerPoints/Slideshows</li> <li>● Journals</li> <li>● TPRs</li> <li>● Visuals</li> </ul> <p>Observation Google Classroom PowerSchool</p>

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resources.	
<p>Students are required to apply their knowledge and use reasoning and evidence to support conclusions.</p> <p>Curriculum is based on critical thinking and investigation in both group and individual settings.</p>	<p>Teacher Handouts Student Work Student Essays Interim Assessments Student Journals Big Ideas Math Curriculum</p>
<p>All grade levels regularly use Chromebooks for research, word processing, and the creation of presentations.</p> <p>Students use supplemental online programs for skill building and additional practice of the academic standards and SLOs.</p>	<p>Student Work Renaissance Learning Kahn Academy MobyMax</p>
<p>Students use the Internet on individual Chromebooks in order to access information networks beyond the classroom. Teachers use primary sources for instruction whenever available.</p> <p>Students are given class instruction on how to identify reliable and unreliable online sources and information.</p> <p>In addition to online sources, students are required to read and analyze current event sources, such as newspapers and credible magazines. Certain classes also listen to daily news as part of the high school history curriculum.</p> <p>Teachers take students on field trips associated with the curriculum. For example, U.S. History students have visited Angel Island in San Francisco, and Earth Science students visit the Robert Ferguson Observatory east of Santa Rosa. High School students have also been able to experience the historical musical, <i>Hamilton</i>. 4-6 grades visit either California Academy of Science or the Exploratorium every year. Other field trips include performances at both Mendocino College and Luther Burbank Center for the Arts. (2021-2022 field trips to be determined due to Covid restrictions)</p>	<p>Observation Savvas Realize, HMH, Think Central, Big Ideas, PBS Learning Media PowerSchool</p> <p>Newspaper subscription Scholastic Magazines NPR broadcasting</p> <p>Field trip forms PowerSchool Lesson Plans Yearbook Photographs Facebook Page Senior Slideshow</p>
Seniors and Juniors are required to participate in Child	Syllabus





## ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

### Summary:

A founding principle of Accelerated Achievement Academy is to provide challenging learning experiences to all students. This is communicated in the school's mission statement and in the way teachers hold all students to a high standard.

Accelerated Achievement Academy is dedicated to communicating clear expectations to all students. These expectations operate on two levels: academic content based on the California Common Core State Standards and a focus on post-secondary life, such as independent living skills and being a productive member of society, based on our Schoolwide Learner Outcomes.

Developing expectations is a key part of the teachers' preparations for the year. Based on the California State Common Core State Standards and the SLOs, teachers develop curriculum, syllabi, student hand-outs, and activities to communicate these expectations. By reviewing data such as SBAC test results, STAR Reading/Math quarterly assessments, and other diagnostics, teachers modify goals and expectations based on student needs.

Technology plays a key role in the school. Students in grades 7-10 have Learning Lab as part of their regular schedule where computer skills and activities are provided. All students have access to classroom Chromebook sets, which are used on a regular basis. All teachers integrate technology-based projects into their curriculum. Many teachers use Internet-based tools such as MobyMax, Khan Academy, Renaissance Learning, IXL, and Big Ideas online curriculum. Many teachers use technology in direct instruction, such as Google Slides, online videos, virtual labs, and real world resources.

PowerSchool is one of the most effective tools the school uses to communicate expectations and progress to students. On a daily basis, students can see the assignments they are expected to complete in order to ensure their success. This fosters open communication, and encourages students to advocate on their behalf if they do not understand what is expected of them.

All teachers strive to link curriculum to the outside world and get students out of the classroom. All grades participate in annual field trips, such as plays, college and museum visits. Teachers bring in guest speakers from the community. The school has developed community partnerships with several local organizations that provide extra learning opportunities for students. High school students receive credit for volunteer activities and courses at the local community college.

Accelerated Achievement Academy is dedicated to using a multitude of instructional strategies to engage all students and develop and apply knowledge. Teachers have knowledge of current research in learning styles and theories and utilize a wide variety of techniques and resources. Interned and preliminary credentialed teachers participate in the BTSA program, and all teachers are encouraged

to participate in professional growth opportunities.

Teachers use Bloom's Taxonomy and other updated curricular resources to differentiate instruction based on student needs. Teachers communicate these expectations through individual conversations, as well as formal and informal assessments. Students with IEPs can expect to be supported through in-class assistance and small-group activities. English Language Learners are targeted for special ELD support in individual and small-group environments.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.\*

#### **Areas of Strength**

1. Transparency of student expectations and procedures
2. Teacher to student ratio offers more individualized education opportunities
3. Wide range of technology use enhances student accessibility to the curriculum
4. Courses offered cultivate a career readiness culture

#### **Areas of Growth**

1. Hire additional staff support to teach additional classes such as culinary arts, music, CPR and First Aid training
2. Broaden school-wide physical education program
3. Strengthen individual needs-driven instruction
4. Provide more mental health student support and instruction

## Category D: Assessment and Accountability

### D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

#### Indicators

**D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels:** The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas:** In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

**D1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>D1.1</b> The staff at Accelerated Achievement Academy uses a variety of assessment tools that reflect best practices in teaching. At this point, the Common Core State Standards have been fully integrated into each teacher's curriculum, and assessments reflect this transition. Teachers focus on reading, writing, and listening across the curriculum as well as an emphasis on the Common Core Mathematical Practices.</p> <p>In the classroom, teachers use a variety of assessment approaches including: multiple-choice, short answer, open-ended responses, and short essays in exams and quizzes. Other types of assessment are commonly used and may include presentations, spreadsheets, research, experiments, interviews, posters, class discussion, exit tickets, and other projects. Additionally, the fifth, seventh, and ninth grade classes use the</p>	<ul style="list-style-type: none"> <li>● ELPAC</li> <li>● CAASPP</li> <li>○ Interim Assessments</li> <li>○ Comprehensive Assessments</li> <li>● CAST</li> <li>● PowerSchool</li> <li>● Staff Meeting Agendas</li> <li>● School Dashboard</li> </ul>

<p>California Department of Education FITNESSGRAM tests to track student performance in fitness. The Senior level Culinary Arts class relies on a variety of hands-on performance based assessments, and the Senior level Emergency Medical Responder class is assessed through official certification practices.</p> <p>At the schoolwide level, ELPAC, CAASPP, and IEP assessment data are also analyzed throughout the year to provide feedback to students, parents and staff regarding performance levels. Teachers use the data to focus interventions on the greatest areas of need as well as revise lessons to better meet the needs of students.</p> <p>Professional Learning Communities (PLCs) have created introductory assessments in mathematics and English courses to evaluate students' skills within the first week of school. PLCs also use interim data from the fall to analyze student progress and see areas of need before the actual state test in the spring. These interim tests are given to grades 4-8 and 11.</p> <p>Parents have access to student grades on all assignments 24 hours a day, 7 days a week, by logging into PowerSchool, our online student information system. Students are encouraged to access PowerSchool daily to monitor their own progress. PowerSchool has provided students a powerful tool for self-monitoring. Students routinely print PowerSchool information to discuss assignments and grades with their teachers. However, an area of growth would be increasing parent participation in accessing student grades.</p> <p>Student performance is reported regularly through the gradebook in PowerSchool. In place of the traditional letter grade system, Accelerated Achievement Academy uses the following system: 0-59% No Credit, 60-69% Developing, 70-79% Acceptable, 80-89% is Honors and 90-100% High Honors.</p>	
<p><b>D1.2.</b> Since AAA is a small school, there is one teacher for each subject, and so there is natural consistency for what students experience for each subject. PLCs do meet for the</p>	

<p>subjects of Science, Math, and English for both Redwood Academy and Accelerated since most teachers work at both schools. Here, for English, teachers meet and discuss how to score writing samples according to a shared rubric. The English PLC consists of Spanish, History, and English teachers. This shows consistency for writing across the curriculum. In the Math PLC, teachers meet and discuss student struggles in the various grade levels. This shows a uniformity amongst Math teachers in their approaches towards student development.</p>	
<p><b>D1.3.</b> Because of the small size of AAA, most of the student progress monitoring occurs during regular staff meetings, PLCs, or informally throughout the day. During regular staff meetings there is a time set aside at the beginning to focus on students. During this time teachers share concerns for individual students who are not performing well on assessments.</p> <p>Additionally, in subject-specific PLCs, teachers share assessments and patterns across the grade levels. Outside of these meetings, internal reporting of student data is handled by the Student Services Coordinator who communicates directly with students, parents, and teachers. The Student Services Coordinator regularly meets with students whose grades indicate that they are not meeting the academic standards, college and career-readiness standards, or the schoolwide learner outcomes. The coordinator also meets with students who have passing grades but have been identified by teachers as at risk for not meeting these standards. Additionally, the tutorial instructor checks students' grades and meets with them regularly on their academic performance. Student advisors also do periodic grade checks to make sure their homeroom class is on track. Consequently, student growth is being monitored by many staff members.</p> <p>STAR Reading and Math tests are given as benchmarks to monitor student growth. Grades 4-6 give these tests each quarter, and the middle and high school give students these tests 3 times a year. Teachers use this data to see how far</p>	<ul style="list-style-type: none"> <li>● PowerSchool</li> <li>● Staff Meeting Agendas</li> <li>● PLC Agendas</li> <li>● Board Meeting minutes</li> <li>● SARC</li> <li>● State Dashboard</li> <li>● IXL</li> <li>● STAR tests</li> <li>● CAASPP data</li> </ul>

<p>students have come along with their math and reading skills. This year high school students also take an IXL diagnostic test for Math and Reading so teachers can see how many skills students already have at the beginning of the year.</p> <p>ELPAC, CAST, and CAASPP data are publicly available and are reported to the Board of Directors at their regularly scheduled board meetings. The state dashboard also has data available concerning student growth, suspension rates, and graduation rates for the public to view.</p> <p>Parents and students receive copies of their standardized assessment results. Parents and students can review ongoing classroom assessment results via PowerSchool.</p>	
<p><b>D1.4.</b> Every year, the school writes a report to the district about how well students perform in their classes. Pass rates, graduation rates, and CAASPP data are included in this report. This assessment of our program ensures accountability so that our charter school can show that student needs are being met.</p> <p>Two years ago, the grading system was changed to reflect new student needs. The grading system was changed so that GPAs could be more easily calculated, since we now have many students now going to community college. Accelerated Achievement Academy uses the following system: 0-59% No Credit, 60-69% Developing, 70-79% Acceptable, 80-89% is Honors and 90-100% High Honors.</p> <p>Every staff meeting begins with an open discussion of students in all grade levels. There are many conversations concerning student struggles and strengths with the curriculum, absences, and mental health issues. From these discussions, new programs are created or changed to better meet the needs of students. This school year, a new student counselor was hired to meet with students on a weekly basis to address mental health needs. Furthermore, the school adapted Wednesday afternoon clubs/enrichment classes to offer a wider variety of activities so students can have new experiences.</p>	<ul style="list-style-type: none"> <li>● Annual Report</li> <li>● Student handbook</li> <li>● Staff meeting minutes</li> <li>● Course catalog</li> <li>● School calendar</li> </ul>

<p>For grading policies, teachers discuss them informally. These discussions take place frequently. For example, the high school History and English teachers align their absent work policies so students can expect consistency. In addition, the 4th/5th and 6th grade teachers are always having discussions about how they grade students work.</p> <p>Accelerated is in the process of improving the existing career pathway program in the high school. Currently, high school juniors and seniors take CTE courses to help prepare them for post-high school careers. Currently, the senior advisor is also in charge of the College and Careers class (12th grade).</p>	
<p><b>D1.5.</b> The CAASPP Interim Assessments are used as benchmark assessments and are administered once a year in the fall. However, due to the student demographic and achievement level, there is some discussion among staff as to the importance/ role/ value of interim assessments. Some teachers accommodate their students by using previous grade level Interim Assessments as their students' benchmarks. This seems to work better, because students struggle in taking a test on topics that they have not yet studied in class.</p>	<ul style="list-style-type: none"> <li>● Course syllabi grading policies</li> <li>● CAASPP Interim Assessments</li> <li>● Course-Specific Assessments</li> </ul>
<p>Assessment results have resulted in changes in school program offerings, professional development, and resource allocation. This year, new technology was adopted by many teachers to help prepare students for learning in a digital age. Most teachers use Google Classroom and post on-line activities. Students are very familiar with using Google docs and Google slides.</p> <p>Teachers offer a help hour weekly and encourage students struggling to schedule time outside their help hour if they are unable to meet during the weekly help hour. In addition, a mandatory tutorial has been established, which meets twice a week. Students failing classes are required to attend the mandatory tutorial, however, students who simply need additional help may also drop in as needed. Assessment results have also aided in determining EL students who may require ELD instruction. EL students identified as needing additional</p>	<ul style="list-style-type: none"> <li>● Mandatory Tutorials</li> <li>● EL Pull-Out</li> <li>● Weekly Help Hour Offerings</li> <li>● PLC Meeting Agendas</li> </ul>



ELD instruction are pulled out during non-core class time and either provided one-on-one or small group assistance.

Additionally, an instructional aid provides small group support to students struggling in grades 4-6. The Student Services Coordinator position was a result of the need for more close monitoring of student progress and an increase in student focus on post-secondary plans.

However, the impact of most assessment results is not systemic because each grade has one class and unique needs. Rather they are localized within the classrooms. Staff has attended ERWC trainings, NEH (National Endowment for the Humanities) trainings, and Stanford Online Teaching program (summer 2020) based on self-assessed need in those areas. This year, teachers are also focusing on Teaching Like a Champion activities to help students readjust to being back in school in-person after a year of distance learning. Teachers have been put into groups and are focusing on specific strategies that they will share with the rest of the staff.

**D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

**Indicators**

**D2.1. Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1 All students are formally assessed at the beginning of the year using Renaissance Learning, STAR Reading tests. Students in grades 4-12 are also assessed using STAR Math. The results provide teachers further data as to each student's reading and math proficiency. Reading goals based on the student's Zone of Proximal Development (ZPD) are set for each student per quarter. Students must read and take assessments on books to meet their goal. Teachers can review and monitor student progress towards their goal using Accelerated Reader reports. Math data is used to determine what remedial instruction is necessary both in class and through computer software. IXL Diagnostic tests in the high school are also given for the subjects of Math and English at the beginning of the year as a diagnostic. Teachers use this data to inform their teaching practices at the beginning of the year.</p> <p>Grades 4-6 also give a "placement" test for Moby Max for Math and English at the beginning of each semester. This is helpful to identify the areas of need at the beginning of the year, and then to see student growth halfway through the year. These students also use this program on a nearly daily basis. Teachers use the data from this program to help them target struggling students.</p> <p>Classroom based assessments using teacher generated or</p>	<ul style="list-style-type: none"> <li>● Syllabi</li> <li>● Rubrics</li> <li>● Course outline</li> <li>● Study guides</li> <li>● Quizzes</li> <li>● Tests</li> <li>● Science labs</li> <li>● Summaries</li> <li>● Renaissance Learning (STAR Reading and Math)</li> <li>● Moby Max                         <ul style="list-style-type: none"> <li>● Curriculum</li> </ul> </li> </ul>

publisher generated tests are conducted regularly. All these assessments are aligned with the CA state content standards and/or the CA Common Core standards. Teachers also use individual work, group projects, portfolios and class readings to assess students' progress on these standards. Collaborative projects in the different courses give students a more creative format for showing their knowledge of subject matter.

In addition to in class assignments, online tools are widely used at Accelerated Achievement Academy for purposes of assessment. With the implementation of our one to one computer program this year we have been able to further integrate technology into the classrooms. All students use Chromebooks in their classes for digital assignments and assessments including presentations, spreadsheets, essays, classroom tests, and state tests. In the majority of cases these have proven a very effective way to provide assignments and assessments that can be quickly evaluated by teachers. Grades 4-5 and 8 also use Typing Club, which teaches students how to properly type. Teachers use this data to improve their efficiency in typing.

Student work (class work, group and individual projects, quizzes, tests) is collected and evaluated regularly to demonstrate student achievement of relevant standards. Student work is monitored for understanding, and reteaching occurs when need is demonstrated. Classroom instruction is determined based on student needs - regular checks for understanding determine how and whether or not the lesson moves forward.

Students' grades and progress are determined based on all assessments and work generated during class. Teachers are able to run reports showing individual student progress in one class or all classes as well as students with missing assignments. Struggling students are targeted for extra support whether that is additional one-on-one instruction, small group support, or after school tutorial.

<p>Examining student work from across the campus reveals that students are learning the concepts, ideas and skills set forth in the academic standards, and the SLOs.</p> <p>Students also participate in the CAASPP Interim Assessments as a benchmark tool. Because Accelerated Achievement Academy serves a student population that is predominantly below grade level, these online tools provide the school and individual teachers with valuable information on which standards (at and below grade level) students have mastered. PLCs also use this data to specifically choose standards to focus on. For example, the English PLC has been working on creating different listening activities, since students consistently score lower in this area on the interim tests.</p> <p>The ELD teacher tests EL students at the beginning of the year using the IXL English program. These students are given additional pull-out time with the teacher to better assist them in meeting the standards and performing satisfactorily in curricular assessments.</p>	<ul style="list-style-type: none"> <li>● Student Work</li> <li>● Collaborative Projects</li> <li>● Moby Max</li> <li>● Typing Club</li> <li>● Renaissance Place</li> <li>● PLC Meetings</li> <li>● ELD teacher</li> </ul>
<p>D2.2 Student feedback and input is used to monitor student progress and to adjust teaching. Student performance on assessments and less formal in-class work is used to modify teaching styles and perform reteaching as necessary to ensure student progress on relevant standards. Students report being asked informally in class regarding their comprehension. Some teachers use student learning-preference surveys at the beginning of the semester to determine learner needs. Students who seek help are offered tutoring, which often takes place after school during the teacher’s “office hours.” There is also Math tutoring which takes place during lunch with a specific Math tutor. Many teachers offer retake options to improve performance and comprehension of standards.</p> <p>Students with special needs attend their own IEP meetings to advocate for their needs and provide team members with feedback on their education. Students with 504 also advocate for their curriculum modifications.</p>	<ul style="list-style-type: none"> <li>● IEP Meetings</li> <li>● Class Discussion</li> <li>● In-Class Assessment</li> </ul>

All teachers use informal class and individual discussions to clarify immediate and long-term expectations. They are constantly monitoring student achievement. And student feedback, both successes and struggles, gives the teacher the opportunity to adjust teaching styles and content presentation.

Teachers often provide feedback to students through PowerSchool. Many teachers leave comments with directions on how to make up missing work, or why the student achieved a certain score. Students are also alerted on which assignments are incomplete or missing. Tutorial teachers can then print out these grade reports to help keep students on track.

Teachers also provide feedback on the assignments themselves. This can either be on paper, or on Google Classroom. For writing, teachers use Google Docs to write specific comments on how the assignment can be improved. Students can view this feedback to revise and edit their work.

Lastly, teachers also provide verbal feedback to students one-on-one, usually before or after class. Teachers pull aside the student to discuss any issues that might have occurred, and to let the student privately voice their feelings. Teachers then create a plan with the student concerning how to improve their performance.

## ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

### Summary:

Accelerated Achievement Academy uses assessment to monitor progress and inform curriculum and instruction through a variety of different avenues. The staff uses a variety of tools to formally assess student progress including CAASPP testing, STAR Reading/Math, Moby Max, IXL, and CAASPP Interim Assessments, in addition to classroom projects and assessments. All of these allow teachers to revise curriculum and instruction to better meet the needs of the students. These benchmark assessments are given throughout the year, especially at the beginning of the first and second semesters to view student progress and modify curriculum as needed.

Due to the small size of Accelerated Achievement Academy the task of analyzing assessments amongst the staff is done primarily during staff meetings, PLCs or informally throughout the day. The staff has the ability to meet once monthly during which time they are given dedicated time to discuss student issues and concerns. In addition, depending on which part of the campus staff is located they have the ability to discuss student issues and concerns daily with their peers, which can also be done through the use of company email. The layout of Accelerated Achievement Academy's campus does prove to be a bit of a hindrance because it is so spread out, making immediate face-to-face communication impossible in some cases.

Accessibility to grades, course information, and basic student information is available to students 24 hours a day, 7 days a week. Students are extremely familiar with PowerSchool and they are encouraged daily to monitor their progress in classes utilizing PowerSchool. In addition, student progress is monitored by multiple staff. Students and staff routinely print grades and assignment information from PowerSchool. All individual CAASPP results are mailed to parents. School wide data is included in both the SARC and the Annual Report which are submitted to Ukiah Unified School District. There is a need to increase parent involvement and participation in accessing student grades.

Accelerated Achievement Academy teachers utilize assessment results and data to modify curriculum as needed to meet student needs.

Overall the criteria outlined is being met by Accelerated Achievement Academy, however, it would be beneficial to students and staff to have one campus in which staff can work more closely and often to informally review student assessments and progress. It would also provide for increased collaboration on integrated assessments and teaching strategies.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.\*

### Areas of Strength

1. Class Size: Smaller class sizes allow teachers to give more individualized instruction and student feedback on assessments.
2. Choice in Assessments: Accelerated gives teachers freedom and flexibility in creating optimal assessments that are tailored to their classes.
3. PowerSchool: Students, parents, and school staff can access student grades and teacher feedback 24/7.
4. Technology: Accelerated is a one-to-one campus with a Chromebook for each student, which allows teachers to create digital assessments.

### Areas of Growth

1. Math performance: According to the CA dashboard, Accelerated is in the “orange,” meaning that Math performance can be improved. However, Accelerated is currently on par or performing better in math than the local high school.
2. Attendance: Chronic absenteeism is a problem for Accelerated. This seems to be especially true after the last year of distance learning.
3. Campus Layout: It would be better if the campus was centralized so that teachers and students could meet in one area.
4. Lack of parent involvement: There are a variety of reasons for why there is a lack of parent involvement at Accelerated. Many parents are either unable or unwilling to participate in the education of their children.

**Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth**

**E1. Parent and Community Engagement Criterion**

*The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.*

**Indicator**

**E1.1. Parent Engagement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>Prospective students and a responsible adult must attend a new student orientation where the Principal of the school highlights the learning and behavioral expectations of the school for the student. These orientations are provided in both Spanish and English.</p> <p>Parents are involved in School Site Council. The council meets three times a year to discuss school testing and survey data, review the WASC Action Plan, review and approve the LEA plan, SPSA, and Title I Parent Involvement Policy.</p> <p>The school has an open-door policy which encourages parents to stop by and observe the classroom. Parents are encouraged at orientation to call with any concerns or questions.</p> <p>A Spanish/English bilingual office clerk is available part-time at <i>Accelerated Achievement Academy</i>. During her off hours the office manager at our sister school provides services to our Spanish speaking families.</p> <p>Individual Education Plan meetings involve staff members, parents and students to ensure collaboration in the education of students with identified disabilities. A bilingual staff member is present at these meetings as needed to ensure that communication to those Spanish speaking parents is clear and understood to help students with special needs meet their individualized goals.</p>	<p>Orientation Slideshow                      School Calendar                      School Site Council Agenda                      Student- Family Handbook                      Upcoming Events Flier                      Teacher Webpages, Staff email, Google chrome email                      PowerSchool Quick Lookups                      Ukiah Daily Journal Articles</p>



The school has two *Showcases* each year, one per semester. These events provide an opportunity for the parents to come to their child's classroom to meet and interact with the teachers. They also are provided the opportunity to be involved in participating in several interactive activities with their child to experience and support what the child is learning in that class. Through these activities, the students and parents can interact with the teacher, become aware of their child's needs or mastery of a skill and collaborate with teachers for future opportunities.

Accelerated Achievement Academy prepares three Honors Assemblies per year; one after each of the first three quarters. They include presentations from students regarding what they have learned during that quarter. In addition, attendance, leadership, character and achievement awards including Honor Roll are presented to the students. Parents are encouraged to attend, and they can pick up their students report cards at the event.

The Student Services Coordinator leads seniors in organizing one Family Fun Night event each year. A second Family Fun Night is organized by our sister school's senior class. Both schools are invited to the events. This is an opportunity for families, friends, students and staff to interact and have fun in an informal way. These events support the need for the school community to spend time together in less formal ways.

Each teacher and staff member has a current webpage located on the school's website. This webpage includes information about the staff member, his or her e-mail address, and links to resources helpful in their class. Teachers check their e-mails several times a day to make sure they are up-to-date on staff and parent communication.

All teachers use PowerTeacher, an online grade book, which allows the teachers to communicate up-to-date student progress to parents and students 24 hours a day. PowerTeacher also allows the teacher to link notes or suggestions to students

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<p>and/or parents onto individual assignments. For example, if the student has a 0 in the grade book, the teacher can link a note of missing or late to the assignment so the parent and student knows why the grade is a 0. Students and parents access the information through the student information system PowerSchool.</p> <p><i>Accelerated Achievement Academy</i> attempts to make the community aware of its events and opportunities at our school by publishing events and highlights in the local paper, the Ukiah Daily Journal. Twice a year the school pays to publish an article in the education edition. Additional attempts are made to publish information about our school, however, the Journal is not very responsive.</p> <p>All school events are published on a calendar sent to the parents at the beginning of the year. Parents also receive quarterly reminders of upcoming events with student grades. In addition, the staff posts notices on the school’s Facebook page and send automated calls.</p>	
<p>The school utilizes the talents of its community by having guest speakers come and speak to the students regarding a multitude of subjects including careers, sexual health, and community programs. In addition, two community CTE instructors now offer Emergency Medical Responder and Culinary Arts classes to the seniors. Upon completion of the class, the students will earn an EMR certificate.</p> <p>The Academy has, when available used the resources of the Mendocino College career fair to introduce and motivate students to collect information needed to pursue a career choice in the area. Local employers are present to recruit and inform students of the requirements for their field of interest.</p> <p>The school also works with Mendocino County Office of Education to provide career and training awareness to the senior class.</p> <p>Students in grades 4, 5, and 6 routinely participate in</p>	<p>Title I Plan          Redwood Region Logging Conference form          Field Trip Permission slip          Elective Slip          Class schedule</p>

“education day” for the Redwood Region Logging Conference. Teachers will request for experts in the various fields to visit the classroom to enhance the educational opportunities surrounded by this community event which is to be held this year on March 17th.

The school partners with a local dojo to provide Karate in the after school elective program. It is also partnering with a local Zumba instructor and the local bowling alley to provide those after school electives also.

The Student Services Coordinator has work with the local hospital to offer job shadowing for students interested in the medical field.

**E2. School Culture and Environment Criterion**

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

**Indicators**

**E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for All Students:** The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

**E2. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>Each day every student in grades 9-12 (grades that are not self-contained) meets for an advisement period first thing in the morning. This period provides a safe and respectful environment during which students have time to meet with the same adult on a daily basis. It also helps build relationships in a class and reiterates the need for respect for each person in the class, and thus the world.</p> <p>The school provides a handbook for students and parents that list key procedures and policies. Many of these procedures and policies are enacted in order to provide a safe learning environment for the students. For example, the school adheres to a strict dress code to evade gang clothing/affiliations. There is a zero-tolerance policy at the school for weapons, drugs and alcohol. Guests must obtain a visitors pass at the office so that all non-identified adults can be identified. All students and parents are asked to read the handbook at the beginning of each new school year. Advisement teachers and self-contained teachers review the handbook during the first week of school.</p> <p>The staff members of the school model safe behavior for the students, so the students are able to see what a safe and responsible adult looks like if they are lacking a role model.</p>	<p>Class Schedule                      Student-Family Handbook                      Employee Handbook                      ABC Procedures                      List of designated staff for first aid and CPR                      Safety Procedures                      Campus Aide Schedule                      Custodial Services                      Seating Charts                      Health Posters                      Student Awards                      MCOE filters                      Go Guardian</p>

Each adult wears a uniform to identify themselves as a staff member to the students. Being located on the fairgrounds means there are often non-school staff near our classrooms. Also, the multiple locations means not all students may know all staff members. The uniform is an easy way for students to identify a staff member.

Staff members are expected to be available after school until 4:30 p.m. for all students. Students are treated respectfully, even when disciplined. All staff members use the same call for attention. "May I have your respectful attention on the count of three? One. Two. Three." All staff members are required to read the Employee Handbook at the beginning of each year and sign it, agreeing to be compliant.

All staff members are expected to be prepared to respond professionally to all situations in class. On site staff is certified in first aid and CPR as well as two are trainers in first aid and CPR. There is also a first aid kit in the office and rubber gloves throughout the classrooms. Many staff members have attended training on how to recognize and treat a diabetic emergency.

The staff has multiple school wide policies for different safety precautions, such as intruder policy, intruder drill, fire and earthquake drills, etc. Each staff member is also trained by the fire department in the proper use of a fire extinguisher. Furniture is secured for earthquake as appropriate.

The school employs trained and equipped safety guards for crossing the street before and after school. All employees are trained in crossing guard procedure. After an incident involving one of AAA's students, administration contacted the city and was instrumental in getting a flashing light at the crosswalk to better safeguard students while crossing.

The school employs after school custodians to clean the bathrooms and vacuum the rooms. In keeping with a staff agreement, at the end of each day, all trash and recycling bins are emptied by the students. This teaches the students healthy

<p>habits for cleanliness and responsibility, and has reduced general campus litter.</p> <p>Additionally, the school has a maintenance team that works to ensure the facilities are in good repair and that the campuses remain free of litter.</p> <p>The majority of staff members utilize seating charts for classroom management, ensuring the success of all students, and providing a safe and easily manageable classroom. Seating charts are available when substitutes are needed ensuring consistency in student expectations.</p> <p>The school has posters regarding healthy habits for the students, especially on hand-washing techniques.</p> <p>Students are given awards for their achievements, showing respect for their hard work and random acts of kindness.</p> <p>The use of the internet is monitored closely. The school receives its internet services through the local county office of education. They have filters in place to ensure web sites visited are appropriate for the student to experience. Teachers may enter a password to bypass the filter if needed for YouTube videos, for example. Additionally, the school has added another layer of filtering and monitoring called Go Guardian. The Technology Coordinator and Principal may view the students' search history even if the student erases it. Teachers can monitor students in real time by viewing the students' screens on their computer. All facets of the internet can be controlled by this feature.</p> <p>Students have school Google accounts, including email. These accounts are set up so they may only communicate within our network. They cannot communicate with the outside world using school email accounts.</p>	
<p>The school has a behavior code that states “all students and all staff will respect themselves, others, and things at all times, in all situations.” Students and parents are made aware of this</p>	<p>Observation Orientation slide show Student Family Handbook</p>

<p>code at the orientation and during the first week of school. Respect is the foundation for all interactions at our school.</p> <p>All students know that we expect respectful behavior and hard work. Students often comment upon first attending our school that we have higher expectations for behavior and work than they are used to.</p> <p>The staff works to foster a family or team environment within each grade. Because students are with the same group all day, they learn to be very respectful and accepting of differences among them. Often students who would have nothing to do with each other because of different interests or cliques at a larger school become friends here.</p> <p>Additionally, staff is routinely making personal connections with students and providing informal counsel to students. These conversations range from issues with friends to academic struggles. The staff prides itself on being aware of our students' social emotional state as that is a major contributing factor to student success.</p> <p>Out of our desire for student success, teachers and the principal are highly accessible to assist students with work or other needs.</p> <p>Staff attends IEPs as necessary to collaborate and consult on the services and supports for special education students to assist them in accessing the general education curriculum.</p> <p>Recognizing the increased diversity of our students, specifically the Hispanic students, translation services are available in print and/or in person at school meetings.</p>	
<p>Frequent, open communication fosters an atmosphere of trust, respect, and professionalism with the parents. The website has all contact information, mission statement, student handbook, staff introductions and a PowerSchool portal so families can check grades. Parents can easily monitor student progress and are treated as partners in their students' education.</p>	<p>Observation School Website PLC Meeting Agendas Staff Meeting Agendas Behavior Code</p>

<p>The school encourages parents to communicate concerns whether in formal meetings, phone calls or spontaneous conversations. The staff is highly responsive to parent concerns addressing any issues immediately. The staff maintains an open dialogue with parents about their child's success or struggles. The majority of parents responding to surveys are satisfied with the school and its management.</p> <p>There is a positive working relationship and mutual respect among staff. Collaboration between teachers is excellent to support each student, identify interventions that are successful and share successful teaching strategies for target students. The relationship between the staff and management is one of a team. There is not an "us versus them" mentality at all.</p> <p>Intervention and discipline policies stress respect and personal growth for students; building and nurturing respectful attitudes and trust is evident in quieting routines, corrective language and in the general classroom environment.</p>	
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### E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

#### Indicators

**E3.1. Academic Support Strategies for Students:** School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students:** School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Student Voice:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

**E3. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p><b>E3.1. Academic Support Strategies for Students:</b>                      Given the size of the school, AAA does not have many of the personnel found at larger schools. However, it has built a list of community resources to refer parents when in need of personal counseling and health services for their child. Additionally, the school makes referrals to local organizations, Tapestry and the Mendocino County Youth Project, which provides mental health services to youth. Also, school psychologists and speech therapists are provided to students with disabilities through our agreement with Ukiah Unified for Special Education services. New to AAA, a student counselor has been contracted to provide mental health services to students 1 day a week.</p> <p>The school has developed a functioning Student Study Team process for intervention and support for struggling students. When necessary, students are referred to the Resource Specialist for Special Education evaluation.</p> <p>Teachers meet with special education staff to discuss</p>	<p>Community Resource List                      SST Forms                      Teacher Credentials                      Class Schedule                      Summer School Form                      ELD Schedule                      Aide Schedule                      Student Services Coordinator                      Job Description                      Teacher Help Hours</p>

accommodations and modifications for Special Education students both formally during annual IEP meetings and informally on an ongoing basis.

AAA teachers are all credentialed to teach English-Language learners. The school uses the online resources Khan Academy, MobyMax, Typing Club, Edgenuity, Quizlet, Kahoot, PhET, Renaissance Learning, Skype a Scientist, MyOn, and IXL which provide individualized practice based on the student's performance level.

The school offers Grad Path, a program designed for course recovery for students deficient in credits as well as providing options for completion of graduation requirements early for interested students. This class is taught by a credentialed teacher.

Tutorial is built into the school schedule as well as after school to support students who need extra time and help to stay on track. The resource teacher is available during this time to help students in his caseload.

Each teacher offers an additional help hour after school once a week for students in need of one-on-one support. Math tutoring is offered 4 days per week during the lunch hour.

The school also offers summer school for students in need of skill building and course recovery. All summer school classes are taught by credentialed teachers.

The school has a part-time school counselor and also employs a Student Services Coordinator (SSC) to meet with and assist students with their academic success and post high school choices. Students are informed about the many available training, and community or state colleges from which to choose. We are now offering an Early Education Career Technical Education (CTE) pathway, as well as a dual-enrollment course, Career Planning Success and Human Relations in Business to all juniors and seniors. Field trips, online college and career options, and guest speakers, both

<p>virtual and in-person, round out the varied methods in delivering this information. The Student Services Coordinator also steps in from time-to-time when the principal is not available to address discipline issues.</p> <p>The school also offers small group support to struggling students in grades 4-6. As well as ELD instruction by a credentialed teacher to EL students in the form of a small group pull out.</p>	
<p><b>E3.2. Multi-Tiered Support Strategies for Students:</b></p> <p>Due to the small class sizes, teachers are the initial identifiers of struggling students based on in class assessments. The Student Services Coordinator identifies high school students who are struggling in multiple classes.</p> <p>As a small school we have limited interventions, but all struggling students are referred to these interventions. Teachers discuss struggling students at staff meetings to collaborate on classroom based interventions as well.</p> <p>Teachers also use the Interim CAASPP assessments to assess student achievement. Additionally, STAR Reading and Math assessments are used to assess student achievement in the areas of reading and math.</p> <p>All interventions are aimed at increasing students' attainment of the academic standards and SLOs.</p> <p>As a small school there is little flexibility in the class schedule. Students are enrolled in a prescribed schedule. Once students reach the junior and senior year, there is some flexibility with the last period of the day in which Grad Path and the dual enrollment program are both offered.</p> <p>Struggling students, who are not on track for graduation, take a Grad Path (three class sessions per week) to work on credit recovery. In addition, students who wish to graduate early are allowed to work within the Grad Path class to earn credits toward graduation. Students who fit neither of these two</p>	<p>Class Schedule Aide Schedules Teacher Help Hours ELD Schedule Student Services Coordinator Math Tutor</p>

<p>categories, may leave early only after they have completed 2 college courses and only if they have a job, are volunteering, or are participating in the dual-enrollment program. They may also stay on campus and be a student aide.</p> <p>Additionally, students struggling or needing course recovery are required to take summer school.</p> <p>The Student Services Coordinator also works with the Students Activities Group to create student-driven assemblies and activities for the entire school body.</p> <p>All support services are directly connected to assisting students in meeting the academic standards and SLOs. Our student population needs at school support for completing work outside of class. Therefore, the school has dedicated resources to in school and after school tutorials where students can receive additional help to reach the academic standards.</p> <p>The school has also allocated resources to a part-time ELD teacher to support our EL students.</p> <p>It became clear that students needed more monitoring of their progress toward meeting graduation requirements and creating post-secondary plans so the school allocated resources to create the Student Services Coordinator position.</p>	
<p><b>E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:</b></p> <p>Given the small school and class size, teachers are very involved with each student and how they are progressing. Students who are struggling are encouraged to utilize after school tutorials as well as after school teacher help hours to receive 1:1 or small group instruction. A student study team may be held if further support is needed, or in some cases a referral to Special Education may be made. They also receive additional support from their tutorial teacher and increased monitoring by the Student Services Coordinator, depending on the grade level. Parents are notified in writing and over the</p>	<p>Class Schedule  Aide Schedules  Teacher Help Hours  ELD Schedule  SST Forms  IEP Referral Form  Student Services Coordinator  Job Description  Observation  Job Description  Staff Meeting Agendas  STAR Assessment</p>

<p>phone of concerns with student progress. In grades 4-6, parents meet with the teachers twice a year to discuss their child's progress. Students who still do not meet the academic standard by the end of the year are required to attend summer school. Occasionally, however, students are retained.</p> <p>Teachers use a variety of curriculum and teaching strategies to make the academic program accessible to all students.</p> <p>Any junior or senior who is interested in graduating early, and is on track toward graduation, can accelerate through classes with the help of the Grad Path instructor. Likewise, students deficient in credits can make up credits in Grad Path.</p>	<p>Reading and Math Assessments CAASPP Interim Testing Class Schedule Summer School Form Student Activities Group</p>
<p><b>E3.4. Co-Curricular Activities:</b> The staff takes particular care to make sure that academic standards are being covered in daily lessons and activities.</p> <p>The school offers co-curricular activities that integrate academic standards as well as the SLOs in indirect ways.</p> <p>Bi-weekly assemblies by their very nature give students the opportunity to practice both speaking and listening skills, while giving them practice in socially acceptable behavior.</p> <p>Bi-weekly enrichment activities enhance students' personal knowledge in areas such as cooking and baking, art and creative outlets, team sports, etc.</p> <p>9th graders participate in the CTE Pathways Career Exploration Program.</p> <p>Both 11th and 12th graders explore a variety of different college and career associated topics within their Advisement classes which take place daily for 40 minutes. During this time students learn, assess, and research topics such as personality type, translating their passions into careers, career opportunities, post-high school education, cover letter and resume writing, how to complete an application, finding jobs, etc.</p>	<p>PLC Meetings Community Assemblies Schedule Enrichment Schedule Enrichment List Field trip Forms Class Schedule Electives Form After School Program Form After School Tutorial Letter</p>

<p>Field Trips expand students’ knowledge of the world. Annual field trips include the Exploratorium, the California Academy of Sciences, local colleges, performing arts centers, and places of business.</p> <p>High school students are encouraged to volunteer, attend the local community college, or seek a job. Staff is eager and ready to assist them in their search, application completion, and offer guidance.</p> <p>After school electives are offered four days a week immediately after school and last for 50 minutes. All students in grades 7-12 are offered these electives, no prerequisites are required. The electives include academic, fitness and independent living focuses. Students in grades 4-6 may enroll in an after school program which is offered four times a week at the same time as the electives. This program offers both a focus on academic standards in the way of after school tutorials and a focus on art, fitness, and computer skills.</p>	
<p><b>E3.5. Student Voice:</b></p> <p>Students in grades 8-12 have an advisory period and grades 4 - 7 have homerooms where they are encouraged to participate in school-wide decision making.</p> <p>Students are encouraged to talk to the principal and staff members about any issues or concerns they have regarding academic or emotional issues and are able to submit an anonymous tip through our website. Students also may email staff. Various student surveys are sent out to the student body throughout the year allowing students to voice their opinions and participate in school-wide decision making.</p> <p>The Student Activities Group plans for social activities that excite students and foster a sense of community. Students also nominate other students for “Random Acts of Kindness” awards.</p> <p>Students get to join different Enrichment clubs of their choosing, allowing them to get to know different staff members and students in different grades.</p>	<p>Student Surveys                  Student Issue Alert (Somebody needs help form)                  Random Acts of Kindness                  Website Tip Off Report                  Anonymous Bully/Harassment Report                  Enrichment Clubs</p>



## **ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs**

### **Summary:**

Accelerated Achievement Academy employs a wide range of strategies to encourage parental and community involvement in the students' learning and the teaching process. Perhaps the best example of parental involvement comes in the form of the electronic gradebook, PowerTeacher, and student information system, PowerSchool. This online resource provides up-to-date information on the academic progress of each student. It allows parents continuous access to their children's grades. It also provides a means for teacher communication to the parents and students regarding individual assignments and grades. Teachers can give students and parents comments on assignments to review and consider for future use. This enables students who go on short term independent study the ability to see assignments entered in real time. In addition, teachers enter upcoming assignments and the dates on which they will be due; the parents see these and can reinforce the due dates at home.

The school provides many opportunities for parents to visit the school and its teachers, and celebrate the achievements of their children. Parents are encouraged to visit during Showcase twice a year when students have the opportunity to demonstrate what they are learning. They are also encouraged to attend the monthly Community Assemblies where students make presentations to the student body and the school community. Parents also have the option to attend the School Site Council meetings to receive up-to-date information on the school and to discuss various issues. There is always the opportunity for input from the public and the greater school community at these meetings. There is an open-door policy at the school, for parents to drop by and share in the awesome learning experience, participate in class presentations, or witness their child present. Teachers check their e-mails several times a day, and have an up-to-date webpage located on the school website. Parents receive home-mailings with vital information, and teachers send home PowerSchool printouts for review as well as email and call parents with student progress.

The school involves the community in a variety of ways. It publishes two articles per year updating the community on the school program. The school partners with several local businesses to provide electives to students as well as job shadowing and certification programs.

Accelerated Achievement Academy's affirmation establishes the expectation that the school is emotionally safe. We believe that students learn best in an environment free from bullying, conflict and altercations. The school provides a period called Advisement for its students to have daily access to a competent and caring adult. In addition, all staff work to create personal bonds with students. These bonds result in students regularly approaching staff when they are struggling with personal issues and need support or help. The school also recognizes its community and the dangers in its community, and works to keep those dangers outside of the school walls. Specifically, the school has taken many steps to keep all gang affiliated material outside of the school so all students will feel safe.



The school works tirelessly to improve upon itself and keep high expectations for its students. Starting with its teachers, who are all highly-qualified, the school provides an atmosphere of respect and professionalism. Each teacher wears either a name tag or a school embroidered shirt and is an exemplary model of the behavior and dress code as stated in the school's handbook. Teachers use a seating chart based on room safety and the optimal performance of each student. This student performance is acknowledged at the end of each quarter by an Honors Assembly. Each staff member is trained in safety procedures of the school including fire drills, intruder alerts, etc. In light of recent pandemic alerts, the school is promoting healthy habits, such as ABC hand-washing. These habits are noted by the posters on the walls.

Accelerated Achievement serves a diverse student body and recognizes the differences between and strengths within each student. During class time at the school, students will receive standard-based instruction which can be proven. Staff members have monthly meetings to discuss different student needs and possible collaboration to enrich student learning. The students receive additional support through tutorial, help hours, SES, and pull-out services. The school also provides co-curricular activities tied to the academic standards, and SLOs including Community Assemblies, Enrichment, Electives, and field trips.

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.\*

#### Areas of Strength

1. Small class sizes, means students stay with one group of students all day, allows for team-building, bonding, more personalized interactions between students.
2. Student/staff relationships - small class sizes also allow for more personalized interactions between students and staff. Students get to know certain staff members well and feel comfortable sharing with those staff members.
3. Interventions - Staff is more aware of when one student is struggling both academically or social-emotionally and they can work together to intervene and get the student back on track.

#### Areas of Growth

1. Limited access to a variety of different course offerings, specifically as it relates to extra-curriculars.
2. Limited access to technology and Internet in student homes.
3. Increase SEL curriculum.
4. Reestablish cultural activities
5. Continue to develop sister school activities to increase opportunities for enrichment and relationship development.
6. Increase positive reinforcement for behavioral issues.

## Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- AAA would benefit from formalizing and improving its Multi-Tiered Systems of Support to address the behavior, attendance, social emotional health and academic performance of students in a post distance learning era.
- AAA needs to focus on rebuilding a positive school culture in a post distance learning era.
- AAA needs to continue to explore ways to expand the course offerings within the school environment specifically around career exploration and CTE.
- The school would benefit from a centralized campus.

## Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

### MTSS

AAA does not have a systemic tiered intervention program in place across all areas. The school does have support systems in place to help students both at the class and school level with their academic performance including tutoring in school and after school tutoring with the teachers as well as grade monitoring by the Student Services Coordinator. However, the school does lack multiple supports for behavior, social-emotional health, and attendance.

### Positive School Culture

AAA has had a positive school culture generally, but distance learning has negatively impacted the culture. With the addition of the safety protocols in place for COVID, many of the activities used to build school culture are prohibited or modified making it more difficult to build a positive school culture. Additionally, AAA students often have negative views of themselves and their ability. The staff understands that establishing a positive school culture is critical to the success of students and the school. The harm done by distance learning requires the school to prioritize the rebuilding of the school culture by not only continuing activities that helped build school culture prior to the pandemic, but develop new ways to rebuild the school culture.

### Course Offerings

AAA expanded course offerings as part of the last self-study. The school is always looking for ways to offer more, but this is hampered by the fact that AAA is a small school with limited staff. It is also hampered by the decreased enrollment the school is currently experiencing. Additionally, the school is currently focused on using additional funds to support the social-emotional health of students by providing a part-time counselor, and to support their academic needs by employing two tutors to help in class. Finally, with the teacher shortage it is challenging to find qualified staff to teach additional classes. The school lost its CTE teacher in June, and has yet to receive any applications. Thankfully, the school had another CTE teacher that was able to offer a different CTE class.

### Facilities

AAA could benefit from improved facilities. Currently, AAA occupies a store front, three buildings on the adjacent fairgrounds, and some of the classrooms at its sister school, Redwood Academy. Some students must walk back and forth between Redwood and Accelerated to attend different classes because the schools share teachers. Students needing assistance from the office or who are sent to the office have to walk from the satellite locations (5-10 minutes away) to the office. The separation also has an impact on school culture. Over the years the administration has investigated various options for the development of a campus. However, options are limited by several factors. First the school must be in close proximity to Redwood Academy because the two

schools share teachers and support staff. There are limited land opportunities available close enough to Redwood and no storefronts large enough. The second hurdle is budget. With the current decline in enrollment, the school has to ensure it can afford the costs associated with purchasing and developing land. The school has identified a piece of land that it may be able to rent and develop on a long term lease. The school currently has a realtor investigating that opportunity. Renting the land and classrooms may be more affordable because the school receives a reimbursement for 75% of its facilities costs when renting. The school has built a healthy reserve, some of which can be used towards land development, and has set aside ESSER III funds to improve the school campus. The school will continue to pursue its goal of one day being on a united campus.

## Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

<b>Goal #1:</b> Develop and implement a systemic Multi-Tiered System of Support plan.			
<b>Rational:</b> Self-study findings indicated students would benefit behaviorally, social-emotionally, and academically from increased interventions.			
<b>LCAP Goal Alignment:</b>			
<ol style="list-style-type: none"> <li>1. Improve the school's average score in ELA and math as measured on CAASPP to be above state average.</li> <li>2. Increase number of students with a post-secondary career plan.</li> <li>3. Increase the rate of unconditional promotions to the next grade</li> <li>4. Foster a positive school climate</li> </ol>			
<b>SLOs:</b> All			
<b>Activities</b>	<b>Metric</b>	<b>Responsible Staff</b>	<b>Timeline</b>
Identify and classify current interventions, by tier.	Document	Principal, Teachers	Fall 2022
Complete MTSS training	All teachers and admin complete training	Principal, Teachers	June 2026
Identify and implement additional interventions	Ongoing revisions to plan	Principal, Teachers	Ongoing
Include SEL curriculum in Advisement.	Curriculum implementation	Principal, Teachers	Fall 2022

**Accelerated Achievement Academy ACS WASC/CDE Self-Study Report**

<b>Goal #2:</b> Rebuild the school’s positive culture.			
<b>Rational:</b> Distance learning negatively impact the school culture. The staff needs to spend dedicated time focused on rebuilding the school culture to positively impact students.			
<b>LCAP Goal Alignment:</b>			
<ol style="list-style-type: none"> <li>1. Improve the school’s average score in ELA and math as measured on CAASPP to be above state average.</li> <li>2. Increase number of students with a post-secondary career plan.</li> <li>3. Increase the rate of unconditional promotions to the next grade</li> <li>4. Foster a positive school climate</li> </ol>			
<b>SLOs:</b> All			
<b>Activities</b>	<b>Metric</b>	<b>Responsible Staff</b>	<b>Timeline</b>
Provide training on building positive classroom and school culture.	Training participation	Principal, Staff	Ongoing
Provide dedicated time for teachers to plan both classroom and schoolwide activities focused on improving culture.	Schedule	Principal, Staff	Each fall
Establish annual activities for each grade to participate in to develop a team atmosphere and create positive interactions amongst students.	List of activities	Principal, Staff	Ongoing

## Appendices:

- A. **Local Control and Accountability Plan (LCAP):** This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link
- B. **School accountability report card (SARC)**
- C. **Master schedule**
- D. **California School Dashboard performance indicators**
- E. **CBEDS school information form**
- F. **Graduation requirements**
- G. **Budgetary information, including school budget**
- H. **Glossary of terms unique to the school.**

## **Appendix A LCAP**

The LCAP is 28 pages long so it is not included here. The LCAP is available at <https://caredwoods.org/files/user/13/file/AAA%20LCAP%202021-2022.pdf>.

## **Appendix B SARC**

The SARC is 24 pages long so it is not included here. The SARC is available at <https://caredwoods.org/files/user/13/file/SARC%202019-2020%20Draft.pdf>.



Appendix C Master Schedule

Accelerated Achievement Academy Teacher Assignment Schedule 2021-2022

Elementary:

- Grade 4: Language Arts 4, California History 4, Math 4, Integrated Science 4, Tutorial/Fitness S. Allen
- Grade 5: Language Arts 5, US History 5, Math 5, Integrated Science 5, Tutorial/Fitness S. Allen
- Grade 6: Language Arts 6, Ancient Civilizations 6, Math 6, Integrated Science 6, Tutorial/Fitness M. Singleton
- Grade 7: Language Arts 7, World History 7, Math 7, Integrated Science 7, Tutorial, Learning Lab/Fitness M. Schott

Time	8 Elem	9 HS	10 HS	11 HS	12 HS
Advisement MTWTF 8:00-8:40	Advisement Martin Chico	Advisement Sawyer Galileo	Advisement Fultz Da Vinci	Advisement Decker Keller	Advisement Anderson Gandhi
Period 1 M W F 8:40-10:05	Language Arts Martin Chico	Tutorial Bevilacqua Gandhi	English 10 Fultz Da Vinci	CTE Decker Keller	CTE Decker Keller
Period 2 M W F 10:15-11:40	Math 8 Consterdine Davis	Intro to Integrated Math Sawyer Keller	Integrated Math I Keast Harvard	Integrated Math II Esau Amherst	Tutorial Bevilacqua Gandhi
Period 3 M T Th 12:20-1:45 W 12:20-1:20 CA/E- grade4-10 C/N 11 C/C 12	Learning Lab/Fitness Kerr Chico	Integrated Science I Musgrove Berkeley	Introductory Spanish Chavez Irvine	US History Anderson Gandhi	English 12 Fultz Da Vinci
Period 4 M T Th 1:55-3:25	Tutorial Bevilacqua Chico	Career Exploration 9 Fultz Da Vinci	Integrated Science II Musgrove Berkeley	Grad Path Decker/Sutton Galileo	College Course (Dual Enrl) Decker Keller
Period 5 T Th 8:40-10:05 F 12:20-1:45	US History Martin Chico	English 9 Fultz Da Vinci	World History Anderson Gandhi	Tutorial Sutton Keller	Life Skills Kerr Fullerton
Period 6 T Th 10:15-11:40 F 1:55-3:25	Integrated Science 8 Consterdine Davis	Fitness Kerr Fullerton	Tutorial Bevilacqua Keller	English 11 Fultz Da Vinci	Govt/Econ Anderson Gandhi

All core classes at Accelerated Achievement Academy are staffed to serve English Learners. Offerings, descriptions and staff are subject to change as needed to meet the Academy's mission and legal compliance.

*Accelerating achievement for a successful future in a safe, challenging, well-managed charter school*

Appendix D California Dashboard



Home About State Summary Search More Information Select Language

SCHOOL PERFORMANCE OVERVIEW

# Accelerated Achievement Academy

Generate PDF Report

View Additional Reports

2019

Explore the performance of Accelerated Achievement Academy under California's Accountability System.

Chronic Absenteeism



Yellow

Suspension Rate



Orange

English Learner Progress



No Performance Color

Graduation Rate



No Performance Color

College/Career



No Performance Color

English Language Arts



Green

Mathematics



Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

ACCELERATED ACHIEVEMENT ACADEMY

# Student Population

Explore information about this school's student population.

<a href="#">LEARN MORE</a>	<a href="#">LEARN MORE</a>	<a href="#">LEARN MORE</a>	<a href="#">LEARN MORE</a>
<b>Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>146</b>	<b>86.3%</b>	<b>16.4%</b>	<b>2.1%</b>

[View More Information](#) →

ACCELERATED ACHIEVEMENT ACADEMY

# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE  
English Language Arts



Green

1.8 points above standard  
Increased 15.9 Points Ⓞ

EQUITY REPORT

Number of Student Groups in Each Color

0	0	1	2	0
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

LEARN MORE  
Mathematics



Orange

75.3 points below standard  
Declined 11.8 Points Ⓞ

EQUITY REPORT

Number of Student Groups in Each Color

1	2	0	0	0
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

LEARN MORE  
English Learner Progress

72.7% making progress towards English language proficiency

Number of EL Students: 22

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

[View More Details →](#)

LEARN MORE  
College/Career



No Performance Color

66.7% prepared  
Increased 33.3% Ⓞ

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

## Local Indicators

LEARN MORE

## Implementation of Academic Standards



[View More Details →](#)

ACCELERATED ACHIEVEMENT ACADEMY

## Academic Engagement

See information that shows how well schools are engaging students in their learning.

ACCELERATED ACHIEVEMENT ACADEMY

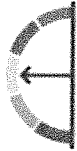
## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

### Chronic Absenteeism

All Students State



Yellow

18.1% chronically absent  
Declined 5.8%

EQUITY REPORT

Number of Student Groups in Each Color	
0	1 2 0 0
Red	Orange Yellow Green Blue

[View More Details](#)

LEARN MORE

### Graduation Rate

All Students State



No Performance Color

80% graduated  
Declined 10.5%

EQUITY REPORT

Number of Student Groups in Each Color	
0	0 0 0 0
Red	Orange Yellow Green Blue

[View More Details](#)

LEARN MORE

### Suspension Rate

All Students State



Orange

16% suspended at least once  
Declined 1.6%

EQUITY REPORT

Number of Student Groups in Each Color	
1	2 0 0 0
Red	Orange Yellow Green Blue

[View More Details](#)

## Local Indicators

LEARN MORE

### Access to a Broad Course of Study

STANDARD MET

[View More Details](#)

## Local Indicators

LEARN MORE

### Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details](#)

LEARN MORE

### Parent and Family Engagement

STANDARD MET

[View More Details](#)

LEARN MORE

### Local Climate Survey

STANDARD MET

[View More Details](#)

Appendix E CBEDS School Information Form

School: Accelerated Achievement Academy

CDS Code: 23656152330454

Section A. Full-Time Equivalent of Classified Staff

Male Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic		Asian Not Hispanic		Pacific Islander Not Hispanic		Hispanic or Latino of Any Race		African American Not Hispanic		White Not Hispanic		Two or More Races Not Hispanic		Total
	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	
Male Paraprofessionals	0.00		0.00		0.00		0.00		0.00		1.10		0.00		1.10
Male Office/Clerical Staff	0.00		0.00		0.00		0.00		0.00		0.50		0.00		0.50
Male Other Classified Staff	0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00

Female Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic		Asian Not Hispanic		Pacific Islander Not Hispanic		Hispanic or Latino of Any Race		African American Not Hispanic		White Not Hispanic		Two or More Races Not Hispanic		Total
	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	Hispanic	Not Hispanic	
Female	0.00		0.00		0.00		0.00		0.00		0.55		0.00		0.55

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Paraprofessionals								
Female Office/Clerical Staff	0.00	0.00	0.00	0.50	0.00	1.50	0.00	2.00
Female Other Classified Staff	0.00	0.00	0.00	0.00	0.00	1.30	0.00	1.30

Nonbinary Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Nonbinary Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonbinary Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

**Section B. Kindergarten Program Type**

Kindergarten Program:None

Transitional Kindergarten Program:None

**Section C. Work Visa Applications**

Number of H-1B Work Visa Applications Submitted:0

Number of H-1B Work Visa Applications Granted:0

**Section D. Educational Calendar**

Calendar Type:

Traditional:True

School start date:08/23/2021

School end date:06/09/2022

**Section E. Estimated Number of Teacher Hires (2022-23)**

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
Art	0.0
Multilingual Education	0.0
Business	0.0
Dance	0.0
English	0.0



Subject Areas	Estimated Number of Teacher Hires
Foreign Language	0.0
Health Education	0.0
Home Economics	0.0
Life Science	0.0
Mathematics	0.0
Music	0.0
Physical Education	0.0
Physical Science	0.0
Reading	0.0
Self-contained Classes	0.0
Special Education	0.0
Social Science/Studies	0.0
Drama/Theater	0.0
Trades and Industrial Arts	0.0
Other Specializations	0.0

## Appendix F Graduation Requirements

Students at *Accelerated Achievement Academy* may earn a General Diploma by completing course requirements. Parents and students are expected to track their progress and be aware of any missing credits well in advance of 12<sup>th</sup> grade.

### General Diploma Requirements

English	40 credits
Math	20 credits (Algebra required)
Science	20 credits
Social Studies	30 credits (must include world and US history, gov't/econ)
Independent Living	20 credits
Electives	90 credits
<b>Total</b>	<b>220 credits</b>

Course requirements may be met through alternate means for transfer students upon approval by the Director.

Accelerated Achievement Academy ACS WASC/CDE Self-Study Report

Appendix G School Budget 2021-2022

Budget Identity:		Accelerated Achievement Academy,			2021-2022		
						12/14/2021	
						Federal Funds:	
						Title I	\$51,235.00
LCFF funding						Title II	\$6,695.00
						Title IV Resource 4127	\$10,000.00
average funding per ADA	\$ 12,015.00					Title V Resource 4126	\$3,049.00
							APPORTIONMENT
				federal funding		CARES Act, RES 3210	\$42,528.00
				federal funding		CARES Act II, RES 3212	\$168,100.00
				federal funding		CARES Act II, RES 3213	\$302,240.00
				federal funding		CARES Act II, RES 3214	\$75,560.00
				federal funding	LOSS LEARNING MITIGATION RES 3220		\$138,630.00
				Unrestrict ed spent all this year	LOSS LEARNING MITIGATION RES 7422		\$57,628.00
				ELO	EXPANDED LEARNING OPPORTUNITY 7425 REC 20-21		\$52,712.00
				Resritced to Paraprofe ssionals	ELO RESTRICTED PARAPROFEEIONAL RES 7426 REC 20-21		\$10,425.00
					EXPANDED LEARNING OPPORTUNITY 3216		\$16,674.00
					EXPANDED LEARNING OPPORTUNITY 3217		\$3,827.00
					EXPANDED LEARNING OPPORTUNITY 3218		\$10,870.00
					EXPANDED LEARNING OPPORTUNITY 3219		\$18,738.00
					EDUCATOR EFFECTIVENESS GRANT 6266		\$38,604.00
						Mandate Block Grant	\$3,720.89
ADA 4-6	37.94						
ADA 7-8	34.23						
ADA 9-12	51.82			LCFF Grnt factor			
ADA Total	123.99			Prp Tx factor		Lottery per ADA	\$228.00
Prior estimate							

**Accelerated Achievement Academy ACS WASC/CDE Self-Study Report**

Revenue:							
Revenue Limit Sources 8010-8099:							
	8012	EPA Funds					\$323,813.00
	8011	LCFF Funding					\$793,476.48
	8019	Adjustment from prior yr					
	8096	Charter School In Lieu Prp Tax					\$372,402.00
	Subtotal 8010-8099						\$1,489,691.48
Federal Revenues 8100-8299:							
	8290	Title I, II,IV.V					\$70,979.00
	8290	CARES Act, RES 3210,3212,3213,3214					\$133,894.00
	Subtotal 8100-8299						\$204,873.00
Other State Revenues 8300-8599:							
	8550	Mandated Cost Reimbursements					\$3,720.89
	8560	State Lottery					\$28,268.80
	8590	Extended Learning Opportunity Grant RES 7422,7425, 7426 3216,3217,3218,3219 to be used this year.					\$37,024.74
	8590	Other State Rev					\$103,000.00
	Subtotal 8300-8599:						\$172,014.44
Other Local Revenues 8600-8799:							
	8631	Sale of Eq and Supplies					0
	8639	Other Sales					0
	8660	Interest					\$11,000.00
	8677	LCSSP grant	RES 7085				\$0.00
	8699	Other Local, including for Mendocino College class payment					\$2,000.00
	8699	Reimbursement from Willits Charter school lunch program					\$1,000.00
	8781	Prop 39 Transfer					\$26,691.00
	Subtotal 8600-8799:						\$40,691.00
Subtotal of Revenue 8010-8799							\$1,907,269.91
Other Financing Sources 8910-8929, 8930-8979							
	8972	Proceeds from Capital Leases					\$ -
	8979	All Other Financing Sources					\$ -
	Subtotal Other Financing Sources 8910-8929, 8930-8979						\$ -
Total Revenue and Other Financing Sources:							\$1,907,269.91
Expense:							
	Certificated Salaries--1000 Series						
	1100	Teachers					\$496,477.76
	1100	Supplemental Instruction (1000) +summer school					\$15,500.00
	1100	Extra prep days					\$12,000.00
	1100	Substitute / Intern					\$4,000.00

**Accelerated Achievement Academy ACS WASC/CDE Self-Study Report**

	1100	CTC Teacher			
	1300	Cert Admin			\$64,384.34
	1300	Cert Admin Supplemental days			
	Subtotal, 1000 Series w/ STRS		FTE for H&W	8.11	\$592,362.10
	1100	Teachers (No STRS)			
	Subtotal, 1000 Series after No STRS				\$592,362.10
	Classified Salaries--2000 Series				Total
	2100	Inst Aide ( No Pers)			
	2200	Support (No Pers)			
	2300	Sup & Admin ( No Pers)			
	2400	Clerical, Tech, Office ( No Pers)			
	2100	Inst Aide			\$47,004.28
	2200	Support			\$98,264.98
	2300	Sup & Admin			\$40,948.50
	2400	Clerical, Tech, Office			\$80,117.35
					\$ -
	Subtotal, 2000 Series		FTE for H&W	2.95	\$266,335.11
	Employee Benefits--3000 Series			Amount	Total
	3101	STRS-Cert		16.92%	\$100,227.67
	3202	PERS- Class		22.91%	\$61,017.37
	3302	OASDI-Class		6.20%	\$16,512.78
	3311	Medicare-Cert		1.45%	\$8,589.25
	3312	Medicare-Class		1.45%	\$3,861.86
	3401	H&W-Cert	\$16,761.00	\$17,263.83	\$140,009.66
	3402	H&W-Class	\$16,761.00	\$17,263.83	\$50,928.30
	3501	SUI-Cert		0.50%	\$2,961.81
	3502	SUI-Class		0.50%	\$1,331.68
	3601	W Cmp-Cert		1.41%	\$8,322.69
	3602	W Cmp-Class		1.41%	\$3,742.01
		Health Ins Late Starts			
	Subtotal, 3000 Series				\$397,505.07
	Books and Supplies--4000 Series				
	4100	Textbooks			\$12,000.00
	4200	Books & Ref Mtls			\$1,000.00

**Accelerated Achievement Academy ACS WASC/CDE Self-Study Report**

	4300	Mtrls & Sppls				\$56,000.00
		Technology (1200) +computer upgrades and hotspots res 3220 (10000)				\$4,000.00
						\$60,000.00
	4400	Noncapitalized Equipment				\$8,500.00
	4700	Fo od	(does not include transportation)			\$9,200.00
	Subtotal, 4000 Series					\$90,700.00
	Services and Other--5000 Series		CPI index		CPI index	1.0396
					19-20	with CPI applied
	5200	Travel & Conferences				\$500.00
	5300	Dues and Memberships			\$3,544.84	\$3,685.22
	5400	Insurance			\$10,226.00	\$12,384.00
	5500	Operations & Housekeeping			\$43,214.08	\$44,925.36
	5500	extra for COVID cleaning				
	5600	Rentals, Leases & Repairs		last years	\$155,168.85	\$158,225.86
		Building Lease or Rent		\$140,917.00	\$145,144.51	
		Land Lease		\$ -	\$	
		Short Term Facility Rent		\$1,706.76	\$1,774.35	
		Copier leases		\$8,307.00	\$8,307.00	
		Other Rentals & Repairs		\$6,162.00	\$3,000.00	
		Construction projects				
	5800	Professional & Consulting				\$250,262.14
		SE En crc hm t	per ADA	1184.33	\$146,839.87	
		SE	Prior Yr Adj			
		Payroll Exp		\$6,025.35	based on expenses @ second interim 1,864.27	
		District Oversight		\$14,896.91		
		Tech Pro (11500 + overage)		\$12,500.00		
		special counseling , Space		\$22,000.00		
		Bus trips, field trips, six flags		\$10,500.00		
		Outward Bound programs		\$2,300.00		
		College and testing fees		\$1,000.00		
		Covid surveillance testing		\$500.00		
		Advertising		\$3,000.00		
		Audit fees		\$5,400.00		
		Legal fees		\$1,500.00		

**Accelerated Achievement Academy ACS WASC/CDE Self-Study Report**

		Other		\$23,800.00	
	5900	Communications			\$9,341.85
		Data charges			\$2,521.03
	Subtotal, 5000 Series				\$481,845.45
	Capital Outlay--6000 Series				
	6170	Site Improvements			
	6200	Building & Building Improvements			\$ -
	6400	Equipment	server for network		
	Subtotal, 6000 Series				\$ -
	Other Outgoing--7000 Series				
	7431-7439	Debt Service			\$ -
	Subtotal, 7000 Series				\$ -
	Total Expense				\$1,828,747.73
	Increase (Decrease) in Fund Balance				\$78,522.18
	9791	Beginning Fund Balance			\$1,624,568.03
	Ending Fund Balance				\$1,703,090.21
	9711	Revolving Fund			\$2,000.00
	9789	Reserve Portion of Ending Fund Balance	10%		\$182,874.77
	9750	financial Stabilization Account	10%		\$182,874.77
	9719	Reserve for all others (future construction projects)			\$ -
	9719	Future STRS and PERS increases			\$1,205,000.00
		Unappropriated Portion of Ending Fund Balance			\$130,340.66

Appendix H Glossary of Terms.

Achievement Day- The last day of school all students participate in a schoolwide breakfast and activity.

Career Exploration 9-Students in grade 9 explore career fields in at least four different CTE pathways. The goal is to introduce students to as many different career opportunities as possible so that they may have a better sense of their post-secondary options.

Community Assembly-Assemblies conduct by the students. Teachers facilitate students producing an assembly for grades 4-12. Prior to COVID, assemblies range from informative slide shows to interactive games. Each grade produces at least two assemblies per year. Currently, the assemblies are less frequent and outdoor activities.

Electives-Voluntary after school classes provide to students in grades 7-12 by staff and community members. Current electives include robotics/MESA, yearbook, archery, and CSF. Semester 2 will see the addition of Pinterest Fab or Fail and Digital Art and Game Design.

Enrichment-An activity that occurs on Wednesday afternoons. Students are given various choices ranging from physical activities to art.

Family Fun Night-Evening event planned by students and staff to bring the school community (parents, siblings, students, and staff) together for informal and fun interactions

Grad Path- Class designed for students to make up deficient credits.

Honors Assembly-Quarterly assembly where students receive awards for positive actions, attendance, and Honor Roll in addition to sharing some of what they have learned that quarter.

Learning Lab/Fitness-Middle school class focused on supplemental math support and physical fitness.

Mandatory Tutorial-Required after school tutorial for student failing classes.

Parent Advisory- Meetings conducted three times a year by the principal as a way to get stakeholder feedback on LCAP, Title I Parent Involvement Policy, and other required plans, as well as provide information/training to parents including the use of PowerSchool.

PowerSchool/PowerTeacher-The student information system and grading system

Promotion/Graduation-All students participate in an awards and promotion ceremony at the end of the year. Students receive awards for most improved, highest achievement, leadership and reading. All students walk the stage receive a certificate of promotion. Immediately following the promotion of grades 4-11, the Graduation ceremony begins which includes speeches from all seniors, presentation of diplomas and a senior slide show.



Showcase-Evening event for parents to informally check in with teachers and engage in activities or lessons that their student has participated in.

Student Activities Group-A group of 9-12 graders who organize school events such as Pumpkinfest, Awareness Week and Spirit Week.

Student Services Coordinator-Staff member that monitors student academic progress; provides post-secondary planning curriculum and guidance; facilitates implementation of post-secondary plans; assists students in signing up for college and training programs; organizes school events and extracurricular programs

Student Success Day-Twice a year students are given the opportunity to make up work or do extra credit.



**Salary Schedules**  
2021-2022 eff. July 2021

<b>Governance</b>		<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
<b>Management</b>		<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
<b>Coordinators</b>					
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, Independent Study, ELD, (5+ years) \$ 34.95  
 \* ISP not to exceed 1.25 hours per student per week unless approved by the principal

**Substitute Teacher** Daily Rate \$200 for the first three days in assignment; \$215/day thereafter. Less than or equal to 50% of assignment--\$27.32 hourly

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

All Classified part-time hourly are based on working a 175-214 day calendar 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

RESOLUTION OF CHARTER ACADEMY OF THE REDWOODS  
TO GIVE NOTICE OF WITHDRAWAL FROM SELF EXCESS INSURANCE

RESOLUTION NO. 01-21-22

WHEREAS, Charter Academy of the Redwoods is a Member of Northern California Schools Insurance Group and

WHEREAS; the NCSIG Board of Directors has decided to discontinue liability insurance coverage of any Charter School LEA's, this date of termination to be on June 30, 2022;

WHEREAS; SELF (School Excess Liability Fund) is currently the excess liability insurance carrier for NCSIG;

WHEREAS; at this time Charter Academy has not picked a new insurance carrier for 2022-2023 and

WHEREAS if Charter Academy does choose a carrier that does not use SELF as their excess insurance carrier, it will become necessary to withdraw from SELF insurance on June 30, 2022;

NOW THEREFORE BE IT RESOLVED THAT:

Charter Academy of the Redwoods gives notice of the withdrawal from SELF insurance on June 30<sup>th</sup> 2022 as an individual member and

IF a Liability insurance such as CharterSAFE is chosen by Charter Academy of the Redwoods that uses SELF as their excess insurance carrier as a JPA, Charter Academy will go through the process of being reinstated in SELF by that insurance as a member of the JPA. .

PASSED AND ADOPTED by the Charter Academy of the Redwoods Board of Directors this 14<sup>th</sup> day of December, 2022, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA  
COUNTY OF MENDOCINO

I, Selah Sawyer, Secretary of Charter Academy of the Redwoods, do hereby certify that the foregoing is a full, true and correct copy of the resolution adopted by the Board of Directors at a regularly called and conducted meeting held on said day.

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Secretary of Charter Academy of the Redwoods





# Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Accelerated Achievement Academy	Selah Sawyer Principal	ssawyer@aaacademy.org 707-463-7080
Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$8,604	12/7/21	12/14/21

41480

(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Beginning Teacher Induction Program	\$1260	\$1260	\$1260			3,780.00
Administrator Induction Program	0	0	\$3500	\$3500		7,000.00
Administrator Mentor	0	\$5000	\$5000	\$5000		15,000.00
<b>Subtotal</b>	<b>1,260.00</b>	<b>6,260.00</b>	<b>9,760.00</b>	<b>8,500.00</b>	<b>0.00</b>	<b>25,780.00</b>

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Learning Communities/Other Teacher Trainings		\$2300	\$2300	\$2300	\$2300	9,200.0
<b>Subtotal</b>	<b>0.00</b>	<b>2,300.00</b>	<b>2,300.00</b>	<b>2,300.00</b>	<b>2,300.00</b>	<b>9,200.0</b>

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0</b>



- (4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Positive school climate activities and supports		\$1000	\$1000	\$1000	\$1000	4,000.00
Subtotal	0.00	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00

- (6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	1,260.00	6,260.00	9,760.00	8,500.00	0.00	25,780.0
Subtotal Section (2)	0.00	2,300.00	2,300.00	2,300.00	2,300.00	9,200.0
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.0
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.0

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (5)	0.00	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
<b>Totals by year</b>	<b>1,260.00</b>	<b>9,560.00</b>	<b>13,060.00</b>	<b>11,800.00</b>	<b>3,300.00</b>	<b>38,980.00</b>

<b>Total planned expenditures by the LEA:</b>	38,980.00
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Note:

For EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - Teachers;
  - Administrators;
  - Paraprofessional educators;
  - Classified staff.





# Educator Effectiveness Block Grant 2021

<b>Local Educational Agency (LEA) Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
Redwood Academy of Ukiah	Eina Gordon Co-Executive Director	egordon@redwoodacademy.org 707-467-0500

<b>Total amount of funds received by the LEA:</b>	<b>Date of Public Meeting prior to adoption:</b>	<b>Date of adoption at public meeting:</b>
\$30,077.00	12/7/2021	12/14/2021

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Beginning Teacher Induction Program	\$5,740	\$5,740	\$2,240			13,720.00
Administrator Induction Program	\$3,200	\$3,200				6,400.00
On-Site Administrative Mentoring	\$3,000	\$3,000				6,000.00
<b>Subtotal</b>	<b>11,940.00</b>	<b>11,940.00</b>	<b>2,240.00</b>	<b>0.00</b>	<b>0.00</b>	<b>26,120.00</b>

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Advanced Placement Training		\$2,157				2,157.00
Professional Learning Communities/ Other Teacher Trainings			\$800			800.00
<b>Subtotal</b>	<b>0.00</b>	<b>2,157.00</b>	<b>800.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,957.00</b>

**(3) Practices and strategies that reengage pupils and lead to accelerated learning.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

**(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

**(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Academic Counselor Training	\$1,000					1,000.00
Subtotal	1,000.00	0.00	0.00	0.00	0.00	1,000.00

**(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00



### Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	11,940.00	11,940.00	2,240.00	0.00	0.00	26,120.00
Subtotal Section (2)	0.00	2,157.00	800.00	0.00	0.00	2,957.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	1,000.00	0.00	0.00	0.00	0.00	1,000.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
<b>Totals by year</b>	<b>12,940.00</b>	<b>14,097.00</b>	<b>3,040.00</b>	<b>0.00</b>	<b>0.00</b>	<b>30,077.00</b>

<b>Total planned expenditures by the LEA:</b>
30,077.00

**Note:**  
 Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - o Teachers;
  - o Administrators;
  - o Paraprofessional educators;
  - o Classified staff.



## Officer Evaluations 2021

Please answer the following questions by circling yes or no.

1. Do you feel you are provided with enough information to make decisions regarding board agenda items?  
Please put any suggestions for training areas below. Yes      No
  
  
  
  
  
  
  
  
  
  
2. Are the board agenda packets prepared in a timely and accurate manner? Please put suggestions for improvement below. Yes      No
  
  
  
  
  
  
  
  
  
  
3. Are the minutes prepared accurately and with enough detail? Please put suggestions for improvement below. Yes      No
  
  
  
  
  
  
  
  
  
  
4. Are the financial and facilities reports explained clearly and with enough detail? Please put suggestions for improvement below. Yes      No

