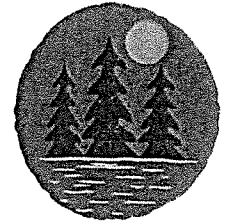




Charter Academy of the Redwoods
Notice of Regular Meeting
Fullerton
(707) 467-0500
October 11, 2022 * 6:00p.m. Open Session



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

I. Introductory Items

- a. Call to Order/ Roll Call
- b. Adoption of Agenda
- c. President's Report
- d. Secretary's Report
- e. Treasurer's Report
- f. Safety and 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 regular meeting of September 13, 2022. (back-up)

b. **Approval of Projected In-district ADA for 2023-2024**—The Directors are requested to approve as a reasonable projection of in-district classroom ADA for *Sequoia Career Academy* of 121 and for *Redwood Collegiate Academy* of 116 for the purposes of submitting the annual letter of request for Proposition 39 facilities.

III. Regular Meeting—Action Items

a. **Approval of Revised Unaudited Actuals**—The Directors are requested to approve the unaudited actuals for Charter Academy of the Redwoods including *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*. (back up)

b. **Approval of the Revised 2022-2023 Budgets**—The Directors are requested to approve budget revisions for *Sequoia Career Academy* and *Redwood Collegiate Academy*. (back up)

c. **Approval of Annual Reports**—The Directors are requested to approve *Redwood Academy of Ukiah's* and *Accelerated Achievement Academy's* Annual Reports for 2021-22 with authorization to make revisions if suggested by UUSD oversight personnel. (back-up)

d. **Approval of Proposed Board Policies**-- The Directors are requested to approve revisions to BP 401.6, detailing CAR's leave policy, and BP 303, detailing CAR's independent study policy. (back up)

e. **Approval of Overnight Trip**— The Directors are requested to approve overnight trips for *Redwood Collegiate Academy* seniors to Robert Ferguson Observatory and for *Sequoia Career Academy's* freshmen and sophomores to Alliance Redwoods Conference Grounds in Occidental.

f. **Approval of 2022-23 CIF Representatives to League**—The Directors are requested to approve the 2022-23 Designation of CIF Representatives to League. (back up)

IV. Sunshined Item— The Directors are requested to preview revisions to BP 506, detailing CAR's Health and Safety policies.

V. 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.

VI. Next Regular Meeting—Tuesday, December 13, 2022 @ 6:00 p.m. @ *Redwood Collegiate Academy*
This meeting will include the annual and organizational meetings for the corporation.

VII. Adjournment

Charter Academy of the Redwoods

Minutes of the Meeting of Tuesday, September 13, 2022

1059 N. State Street, Ukiah

Redwood Academy open for public comment

I. Welcome and Opening

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

Sandra Boyce	Yes
Rebecca Brown	Yes
Anne Ford	No
Jay Joseph	Yes
Kip Webb	No

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

On a first by S. Boyce and a second by R. Brown, the Board voted (3-0) to adopt the agenda.

President's Report~ Redwood Academy is currently at 126 students this year. That is down from 129 students at this same time last year. However, the middle school enrollment is healthy. Instead, it is Redwood's high school classes that are smaller than usual, so staff will continue to enroll all interested students and look for marketing opportunities. It is not expected that the state will pass any more hold harmless ADA legislation that will aid charter schools. As a result, the RA budget for this year will be severely impacted. The schools will have two more restricted state grants become available this year, the Learning Recovery Emergency Block Grant and the Arts, Music, and Instructional Materials Block Grant, which will bolster revenue approximately \$291,000 for Sequoia and \$234,000 for Redwood. As with other one-time grants, this funding is to be used for designated purposes. The Arts, Music, and Instructional Materials grant may also require that a plan be submitted to the board for approval sometime this year. Jim will present revised budgets based on current enrollment numbers at October's meeting. The school received student CAASPP scores. Overall Redwood's scores did increase from the previous year, most notably in English/literacy, almost making it back to pre-pandemic "met standard" levels in the 80% range. Math and science still have yet to rebound—though there was slight improvement in both areas. We should see a full release of these scores as well as the scores from other schools later this fall, and these results will also be reported on the CDE's Dashboard. Because Covid is continuing to make things much more difficult in terms of finding bus companies, teachers are looking for parent drivers willing to help with field trips. The staff wants to continue to use some of the state and federal extra funding to help run meaningful programs and learning experiences for the students—things such as field trips, continuing to sponsor after-school SPACE classes, and continuing to have a mental health counselor on campus.

Secretary's Report ~ Sequoia's enrollment is at 142 students, up from 127 last year, and close to pre-pandemic enrollment. The increased enrollment will help offset the absences that are still occurring as a result of the pandemic. The staff will continue to participate in community events to build enrollment. Sequoia did receive the CAASPP scores from last year. The percent who met or exceeded standard in math was relatively unchanged from last year at about 11%. The percent who met or exceeded standard in ELA was about 39%, an 8% increase over last year, but still below pre-pandemic numbers. Science also saw an increase to 27% meeting or exceeding standard, an increase of 14% over last year. The schools have purchase a car that is being used to get lunch from Willits and is also available for field trips. The new Sequoia principal, Melinda Decker, has started the year out great, working hard on the rebranding of the school, as well as continuing the work of meeting the challenges arising from distance learning and the pandemic, spearheading SEL curriculum and the MTSS development. Additionally, the new Academic Services Coordinator, Meghan Anderson, has hit the road running, organizing enrichment, electives, community assemblies and visiting professional assemblies as well as several field trips all while providing academic support to students.

Treasurer's Report ~ Current Budget Report and Cash in the County Treasury Report of 9/9/22 shows current cash of \$2,927,847—derived by adding last year's balance, \$3,694,261 with this year's balance, \$-766,414, since the balances have not been rolled over yet. This does not reflect the August apportionments and taxes as they have not been posted yet which should be approximately \$76,166. The budget report reflects the previous year's totals from the unaudited actuals and the original budget approved in June. The next budget will be presented in October based on CBEDs enrollment followed by the First Interim Report in December.

The books for 2021-2022 are not closed yet like they normally would be. The unaudited actuals on the agenda reflect the expenses and revenue transactions for the 2021-2022 year. There is still one entry that needs to be made. Each school still has a \$2,000-\$3,000 per school in 4th quarter interest revenue that needs to be posted to the 8660 series. As a result, the unaudited actuals will be taken to the board again in October. As noted in the assumptions, the Unaudited Actuals reflect accrual methods of accounting which included buildings, depreciation of capital and student body funds which are not included in our cash based budgets that are present in interim reports and budget approvals. Two reports have been included for each

school. One of the reports does not contain the depreciation and student body funds (as seen in the interim reports). The other report does include the accounts and reflects what will be submitted to the state.

Safety and Facilities Report ~ Over the summer several projects were completed including redoing some of the skirting along the RA office and some classrooms. Additional repairs were completed on Fullerton through Irvine and the south facing office wall. Home Arts was recarpeted with plans to recarpet Sequoia main next year. A new phone system was installed. The front door at Sequoia is also going to be replaced.

II. Consent Items

- a. On a motion by S. Boyce and a second by R. Brown, the Board voted (3-0) to approve the minutes of the special meetings on June 14, 2022.

III. Regular Meeting

- a. On a first by S. Boyce and a second by R. Brown, the Board voted (3-0) 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. Boyce and a second by R. Brown, the Board voted (3-0) to approve revisions to the 2022-23 salary schedule.
- c. On a first by S. Boyce and a second by R. Brown, the Board voted (3-0) to approve the Consolidated Applications for Charter Academy of the Redwoods including *Sequoia Career Academy* and *Redwood Collegiate Academy*.
- d. On a first by S. Boyce and a second by R. Brown, the Board voted (3-0) to approve an overnight Outward Bound trip on September 19th to the 23rd to Sierra national Park, Shaeer Lake, CA for Redwood Collegiate Academy juniors and seniors.

IV. Sunshined Items

- a. The board previewed revisions to BP 401.6 an 303.

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, October 11, 2022 at 6:00 p.m. on the campus of *Redwood Collegiate Academy*

VI. Adjournment

As acclaimed by the chair, the meeting was adjourned at 6:40 p.m.

Respectfully submitted,

Selah Sawyer
Secretary

For the Record:

Before 6:00 pm on Thursday, September 8, 2022, 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 Collegiate Academy* and *Sequoia Career Academy*
Posted on the www.caredwoods.org governance channel
E-mailed to Scott Paulin

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Accelerated Achievement Academy

CDS #: 23656152330454 (14)

Charter Approving Entity: Ukiah Unified School District

County: Mendocino

Charter #: 439

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	720,185.00		720,185.00
Education Protection Account State Aid - Current Year	8012	509,428.00		509,428.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	298,994.00		298,994.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,528,607.00	0.00	1,528,607.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		339,294.20	339,294.20
Total, Federal Revenues		0.00	339,294.20	339,294.20
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	29,159.15	141,842.34	171,001.49
Total, Other State Revenues		29,159.15	141,842.34	171,001.49
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	98,946.92	10,789.26	109,736.18
Total, Local Revenues		98,946.92	10,789.26	109,736.18
5. TOTAL REVENUES				
		1,656,713.07	491,925.80	2,148,638.87
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	414,771.98	118,455.91	533,227.89
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	65,272.75	549.48	65,822.23
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		480,044.73	119,005.39	599,050.12
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	91.92	43,379.05	43,470.97
Noncertificated Support Salaries	2200	78,751.18	29,742.14	108,493.32
Noncertificated Supervisors' and Administrators' Salaries	2300	38,084.69	5,377.89	43,462.58
Clerical, Technical and Office Salaries	2400	79,410.69	5,432.05	84,842.74
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		196,338.48	83,931.13	280,269.61

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Accelerated Achievement Academy
CDS #: 23656152330454 (14)

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	80,566.00	15,567.89	96,133.89
PERS	3201-3202	42,007.07	18,820.31	60,827.38
OASDI / Medicare / Alternative	3301-3302	22,108.52	8,478.82	30,587.34
Health and Welfare Benefits	3401-3402	158,846.83	27,945.60	186,792.43
Unemployment Insurance	3501-3502	3,490.78	1,033.47	4,524.25
Workers' Compensation Insurance	3601-3602	8,095.72	2,787.61	10,883.33
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	35.47	7.19	42.66
Total, Employee Benefits		315,150.39	74,640.89	389,791.28
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100		10,722.11	10,722.11
Books and Other Reference Materials	4200	429.74	910.29	1,340.03
Materials and Supplies	4300	39,785.67	35,413.13	75,198.80
Noncapitalized Equipment	4400	7,226.64	3,012.15	10,238.79
Food	4700	749.76	10,439.48	11,189.24
Total, Books and Supplies		48,191.81	60,497.16	108,688.97
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	240.00	960.50	1,200.50
Dues and Memberships	5300	2,664.50		2,664.50
Insurance	5400	12,384.00		12,384.00
Operations and Housekeeping Services	5500	50,290.79		50,290.79
Rentals, Leases, Repairs, and Noncap. Improvements	5600	56,998.11	121,811.04	178,809.15
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	243,290.38	41,629.19	284,919.57
Communications	5900	9,063.91	1,581.01	10,644.92
Total, Services and Other Operating Expenditures		374,931.69	165,981.74	540,913.43
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	5,881.27		5,881.27
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		5,881.27	0.00	5,881.27
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,420,538.37	504,056.31	1,924,594.68

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Accelerated Achievement Academy

CDS #: 23656152330454 (14)

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		236,174.70	(12,130.51)	224,044.19
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,705.51)	1,705.51	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(1,705.51)	1,705.51	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		234,469.19	(10,425.00)	224,044.19
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,731,918.11	10,425.00	1,742,343.11
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		1,731,918.11	10,425.00	1,742,343.11
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,966,387.30	0.00	1,966,387.30
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	110,097.05		110,097.05
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	1,856,290.25	0.00	1,856,290.25

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Accelerated Achievement Academy

CDS #: 23656152330454 (14)

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,795,267.18	90,256.71	1,885,523.89
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	2,645.89		2,645.89
In Revolving Fund	9130	2,000.10		2,000.10
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
	9150			0.00
2. Investments				
3. Accounts Receivable	9200	203,018.19	167,838.12	370,856.31
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	36,399.06		36,399.06
7. Other Current Assets	9340			0.00
8. Lease Receivable	9380			0.00
9. Capital Assets (accrual basis only)	9400-9489	110,097.05		110,097.05
10. TOTAL ASSETS		2,149,427.47	258,094.83	2,407,522.30
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	183,040.17	57,101.44	240,141.61
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650		200,993.39	200,993.39
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		183,040.17	258,094.83	441,135.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		1,966,387.30	0.00	1,966,387.30

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Accelerated Achievement Academy
CDS #: 23656152330454 (14)

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. <u>None</u>	\$		0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Accelerated Achievement Academy
CDS #: 23656152330454 (14)

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Amount
Brief Description i.e., COVID-19 (If no amounts, indicate "None")	
a. None _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	<u>0.00</u>

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	<u>1,924,594.68</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>339,294.20</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>1,585,300.48</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	<u>5,881.27</u>
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	<u>0.00</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ <u>1,579,419.21</u>

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Redwood Academy of Ukiah

CDS #: 23656152330413 (23)

Charter Approving Entity: _____

County: _____

Charter #: _____

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	495,548.00		495,548.00
Education Protection Account State Aid - Current Year	8012	514,343.00		514,343.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	326,768.00		326,768.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,336,659.00	0.00	1,336,659.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		331,116.56	331,116.56
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	331,116.56	331,116.56
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	31,430.97	64,253.35	95,684.32
Total, Other State Revenues		31,430.97	64,253.35	95,684.32
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	87,648.27	861.40	88,509.67
Total, Local Revenues		87,648.27	861.40	88,509.67
5. TOTAL REVENUES				
		1,455,738.24	396,231.31	1,851,969.55
3. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	386,413.51	83,329.41	469,742.92
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	76,305.09	16,007.82	92,312.91
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		462,718.60	99,337.23	562,055.83
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	1,341.92	27,302.30	28,644.22
Noncertificated Support Salaries	2200	72,766.52	48,241.43	121,007.95
Noncertificated Supervisors' and Administrators' Salaries	2300	38,084.69	4,737.69	42,822.38
Clerical, Technical and Office Salaries	2400	56,510.84	5,742.07	62,252.91
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		168,703.97	86,023.49	254,727.46

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

Charter School Name: Redwood Academy of Ukiah

CDS #: 23656152330413 (23)

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	75,928.43	12,263.47	88,191.90
PERS	3201-3202	37,725.36	17,634.52	55,359.88
OASDI / Medicare / Alternative	3301-3302	19,521.28	8,132.79	27,654.07
Health and Welfare Benefits	3401-3402	160,485.65	24,704.55	185,190.20
Unemployment Insurance	3501-3502	3,261.88	935.60	4,197.48
Workers' Compensation Insurance	3601-3602	7,562.92	2,547.67	10,110.59
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	27.95	5.39	33.34
Total, Employee Benefits		304,513.47	66,223.99	370,737.46
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	39.95	11,385.87	11,425.82
Books and Other Reference Materials	4200	22.60	1,626.51	1,649.11
Materials and Supplies	4300	48,104.28	75,149.19	123,253.47
Noncapitalized Equipment	4400	3,835.51	11,834.40	15,669.91
Food	4700	9,802.11	1,447.88	11,249.99
Total, Books and Supplies		61,804.45	101,443.85	163,248.30
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	140.00	2,173.50	2,313.50
Dues and Memberships	5300	3,445.50	45.00	3,490.50
Insurance	5400	10,166.00		10,166.00
Operations and Housekeeping Services	5500	41,130.39		41,130.39
Rentals, Leases, Repairs, and Noncap. Improvements	5600	15,877.90	31,030.75	46,908.65
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	236,130.54	46,682.46	282,813.00
Communications	5900	9,257.60	1,581.01	10,838.61
Total, Services and Other Operating Expenditures		316,147.93	81,512.72	397,660.65
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	10,496.89		10,496.89
Amortization Expense - Lease Assets	6910			0.00
Total, Capital Outlay		10,496.89	0.00	10,496.89
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,324,385.31	434,541.28	1,758,926.59

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Redwood Academy of Ukiah

CDS #: 23656152330413 (23)

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)				
		131,352.93	(38,309.97)	93,042.96
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(6,227.82)	6,227.82	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(6,227.82)	6,227.82	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)				
		125,125.11	(32,082.15)	93,042.96
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,768,668.19	32,082.15	1,800,750.34
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		1,768,668.19	32,082.15	1,800,750.34
2. Ending Fund Balance /Net Position, June 30 (E+F1c)				
		1,893,793.30	0.00	1,893,793.30
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted				
	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned				
	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	121,044.97		121,044.97
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	1,772,748.33	0.00	1,772,748.33

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Redwood Academy of Ukiah

CDS #: 23656152330413 (23)

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,807,418.71	(1,271.24)	1,806,147.47
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	2,645.91		2,645.91
In Revolving Fund	9130	2,000.09		2,000.09
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
	9150			0.00
2. Investments				
3. Accounts Receivable	9200	62,186.34	156,296.66	218,483.00
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	36,399.07		36,399.07
7. Other Current Assets	9340			0.00
8. Lease Receivable	9380			0.00
9. Capital Assets (accrual basis only)	9400-9489	121,044.97		121,044.97
10. TOTAL ASSETS		2,031,695.09	155,025.42	2,186,720.51
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	137,901.79	81,799.56	219,701.35
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650		73,225.86	73,225.86
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		137,901.79	155,025.42	292,927.21
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		1,893,793.30	0.00	1,893,793.30

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Redwood Academy of Ukiah
CDS #: 23656152330413 (23)

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. <u>None</u>	<u>0.00</u>
b. _____	<u>0.00</u>
c. _____	<u>0.00</u>
d. _____	<u>0.00</u>
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)	<u>0.00</u>

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	<u>1,758,926.59</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>331,116.56</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>1,427,810.03</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	<u>10,496.89</u>
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	<u>0.00</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	<u>\$ 1,417,313.14</u>

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022**

Charter School Name: Redwood Academy of Ukiah

CDS #: 23656152330413 (23)

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None			0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

	A	B	C	D	E	F	G	H	I	J	K
142		Services and Other--5000			CPI index			1.0575			
143							CPI index				
144		5200		Travel & Conferences			19-20	with CPI applied			
145		5300		Dues and Memberships				\$ 3,000.00			
146		5400		Insurance				\$ 3,800.00			
147		5500		Operations & Housekeeping				\$ 12,384.00			
148		5500		extra for COVID cleaning				\$ 50,290.00			
149		5600		Rentals, Leases & Repairs	last years			\$ 178,809.00			
150				Building Lease or Rent		\$ 145,144.51		\$ 149,498.85			
151				Land Lease		\$ -		\$ -			
152				Short Term Facility Rent		\$ 1,804.90		\$ 1,908.68			
153				Copier leases		\$ 8,307.00		\$ 8,307.00			
154				Other Rentals & Repairs		\$ 3,000.00		\$ 3,000.00			
155				Constructi		\$ 7,500.00		\$ 15,000.00			
156											
157		5800		Professional & Consulting				\$ 139,986.78			
158				SPED costs, counseling nurse, etc.		\$ 39,115.23					
159				Payroll Exp		\$ 6,834.30					
160				District Oversight		\$ 17,837.25					
161				Tech Pro (11500 + overage)		\$ 12,500.00					
162				special counseling , Space		\$ 22,000.00					
163				Bus trips, field trips, six flags		\$ 1,000.00					
164				Outward Bound programs		\$ 4,000.00					
165				College and testing fees		\$ 1,000.00					
166				Covid surv		\$ 500.00					
167											
168				Advertising		\$ 3,000.00					
169				Audit fees		\$ 5,400.00					
170				Legal fees		\$ 1,500.00					
171				Other		\$ 25,300.00					
172											
173									total		
174		5900		Communications		\$ 9,502.70		\$ 12,023.73			
175				Data charges		\$ 2,521.03					
176				Subtotal, 5000 Series				\$ 402,570.48			
177											
178											
179				Capital Outlay--6000 Series							
180											
181		6170		Site Improvements							
182		6200		Building & Building Improvements				\$ -			
183		6400		Equipment				\$ 20,300.00			
184											
185				Subtotal, 6000 Series				\$ 20,300.00			
186											
187											
188				Other Outgoing--7000 Series							
189											
190		7431-7439		Debt Service				\$ -			
191											
192				Subtotal, 7000 Series				\$ -			
193											
194											
195				Total Expense				\$ 2,134,298.49			
196											
197				Increase (Decrease) in Fund Balance				\$ 257,478.37			
198											
199				9791 Beginning Fund Balance				\$ 1,853,644.37			
200											
201				Ending Fund Balance				\$ 2,111,122.74			
202		9711		Revolving Fund				\$ 2,000.00			
203		9789		Reserve Portion of Ending Fund Balance	10%			\$ 213,429.85			
204		9750		financial Stabilization Account	10%			\$ 213,429.85			
205											
206		9719		Reserve for all others (future construction projects)				\$ -			
207		9719		Future STRS and PERS increases				\$ 1,500,000.00			
208				Unappropriated Portion of Ending Fund Balance				\$ 182,263.04	\$ 0.09		

Cell: G7

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

Cell: B11

Comment: Jim Switzer:
jswitzer:
Based on projections using latest version of the FCMAT LCFF calculator and Schol Services (SSC) projections.

Cell: B36

Comment: jswitzer:
Projected CBEDs enrollment and projected CBEDS - P2 based on historical drops in ADA.

Cell: H36

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

Cell: H52

Comment: Jim Switzer:
Mandate Block Grant based last year's grant .

Cell: H55

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

Cell: H61

Comment: jswitzer :
Based on 21-22 estimate .

Cell: H65

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

Cell: D79

Comment: jswitzer:
Based on projected staffing levels.

Cell: F88

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

Cell: B92

Comment: jswitzer:
Based on current projected staffing levels.

Cell: F108

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

Cell: F113

Comment: Jim Switzer:
STRS contribution rate .

Cell: F114

Comment: jswitzer :
PERS contribution rate .

Cell: F118

Comment: Jswitzer:
Reflects premium rates approved by Staywell , 0% increase from 21-22 and updated dental and vision premiums.

Cell: D128

Comment: jswitzer:
Totals based on projected spending through the end of the year .

Cell: D142

Comment: jswitzer :
Totals based on projected spending
through the end of the year.

Cell: H142

Comment: jswitzer :
From School Services estimates.

Cell: E158

Comment: jswitzer:
Based on estimates of SPED services outside of our agency.

Cell: F159

Comment: Jim Switzer:

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

Cell: F160

Comment: jswitzer :

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

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 with projections from SSC (School Services of California)

Cell: H28

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

Cell: B31

Comment: Projected CBEDs enrollment and projected CBEDS - P2 based on historical drops in ADA.

Cell: H48

Comment: Mandate Block Grant based last year's grant.

Cell: H51

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

Cell: H56

Comment: jswitzer :
Based on 21-22 estimate. .

Cell: H60

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

Cell: B74

Comment: jswitzer:
Based on current projected staffing levels.

Cell: E82

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

Cell: B86

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

Cell: E102

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

Cell: F107

Comment: Jim Switzer:
STRS contribution rate .

Cell: F108

Comment: jswitzer :
PERS contribution rate

Cell: F112

Comment: Jim Switzer:
Reflects premium rates approved by Staywell , 0% increase from 21-22 and updated dental and vision premiums. .

Cell: D122

Comment: jswitzer:
Totals based on projected spending through the end of the year .

Cell: D134

Comment: jswitzer :
Totals based on projected spending
through the end of the year.

Cell: H134

Comment: jswitzer :
From School Services estimates.

Cell: F149

Comment: Jim Switzer:
Based on estimates of SPED services outside of our agency.

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."

Redwood Academy of Ukiah Charter School Annual Report for the School Year 2021/2022

Charter School Mission: Redwood Academy's mission is to prepare students for college and independent living in a safe, challenging, well-managed charter school.

A. Educational Program

1. Target School Population Served

- **Age range:** 11-18
- **Grade Levels:** 7-12
- **Number of Students:** 127
- **Description of students served:** Redwood Academy of Ukiah is designed for students in grades 7-12 who are motivated to prepare for college. These students represent a wide-range of ability levels and varying degrees of motivation; however, all students understand when they enroll that they are expected to participate in a program that will ultimately enable them to meet the admission requirements of the University of California.

2. Attendance

- **Number of school days:** 175
- **Instructional minutes by grade spans:** All students were assigned 66,300 minutes in 21-22, exceeding the state's annual requirement of 64,800 minutes.
- **Attendance requirements:** Students are required to attend school daily.
- **Attendance expectations:** Students are expected to attend school every day for the entire day unless a special circumstance such as illness, unavoidable dental or medical needs, or a family emergency occurs. If a student is going to be late, parents are expected to notify us by 8:30 a.m. If a student is unable to attend, parents are expected to notify the office no later than 8:45 a.m. on the day involved. Independent study is an option for short-term absences such as those due to medical reasons or a family emergency. Unexcused tardies and absences may be subject to disciplinary action. Any student who is absent without a valid excuse for three or more days is considered truant.
- **Number of truant students:** 18

3. What it means to be an educated person in the 21st Century

- **List of academic skills and abilities:** The staff remains committed to the belief that an educated person has general academic skills and qualities including: the ability to use one or more languages to express individuality with precision and pride; draws from the disciplines of mathematics and science to be a rational thinker; has a sense of self from a cultural and historical context; and participates in the arts as a performer and critic.
- **List of non-academic skills and abilities:** The educated person also has non-academic skills and qualities including: makes healthy choices for personal fitness from among competing demands; uses technology and household tools to live

independently; and has familiarity in a career-related area of personal interest and has the motivation and tools to continue to learn.

4. Description of how learning best occurs

- **Summary of curriculum taught and how it was aligned to state standards:** In keeping with Redwood Academy's mission to prepare students for college, the academic curriculum design is based on the California State Board of Education-adopted standards, the University of California requirements for "a-g" course approval, and the College Board requirements for Advanced Placement courses. One-hundred percent of Redwood Academy students are enrolled in coursework to meet university entrance requirements. Of the graduating class of 2022, 96% completed the a-g coursework required with a "C" or higher for entrance into a four-year university. The non-academic curriculum design, taught in classes such as Advisement and Graduation Project, is also driven by the school's mission to prepare students for independent living and is driven by our independent living skills matrix (Appendix F), which allocates an independent living focus for each grade.
- **Instructional approaches and strategies used:** The staff continues to use an instructional approach that values cross-curricular approaches. Teachers all make use of multiple intelligences and integrate content with literacy skills. Each quarter teachers in English, social studies, and science engage in aligned instruction and assessment on a focus literacy standard. All classes for each grade share quarterly vocabulary words in an effort to vertically build students' academic language. This cross curricular emphasis also takes the form of collaborative studies. For example, 8th grade students study the American Revolution in U.S. history class and read *April Morning*, a piece of historical fiction set during the Revolution, in English class and 10th grade students study the Russian Revolution in World History class and read *Animal Farm*, a fable that parallels that revolution, in English class. In all academic classes, the majority of instructional time includes large and small group direct instruction planned and conducted by certificated staff. All strategies presented in the plan for low achieving, high achieving, and English learners students are incorporated into the regular school day. Staff draws from current research to select and design promising practices.
- **Learning setting:** The setting is classroom-based; however, in keeping with AB 130, Redwood Academy did offer the option of long-term independent study to students in 21-22 due to the continued safety risks imposed by the Covid-19 pandemic.
- **Support provided for students who are academically low achieving:** This is a challenging program, particularly for students who arrive at the school with minimal motivation or are working below grade level. The staff continues to aggressively respond to the population of struggling students by its use of an on-line student information system called PowerSchool® and by maintaining procedural agreements regarding posting scores within two days for daily work and five days for major assignments. This program enables each student, parent, and staff person to access the student's academic status from any computer or phone with web access. As a result, struggling students are quickly identified and targeted for supplemental instruction and academic counseling. Whether the student is learning English as a

second language, has an IEP or 504, or is struggling with personal distractions, the Student Services Coordinator is able to provide additional support. This support includes personal planning based on defining specific challenges, working with the school's resource staff, using in-class strategies in both the primary classroom and the Guided Study class, and providing targeted students with supplemental supervised study time on Wednesdays during school club time and by way of after-school tutorials. Additionally, struggling students are provided a supplemental summer session in which they can work on skill-building and credit recovery. **Last year, RA had approximately 30% of its students who required supplemental study time, after-school tutorial, or summer session.**

- **Support provided for students who are academically high achieving:** At RA, high achieving students are: encouraged to serve as a role model to help other students and will be encouraged to serve as peer tutors and mentors to younger students; encouraged to participate in extra credit and challenge activities designed to extend learning, and encouraged to enroll in Advanced Placement and Honors courses. **Last year, RA had approximately 55% of its high school students enrolled in AP and Honors courses and an average of 55% of students on honor roll each quarter.**
- **Instructional strategies used for special education students:** In 2021-22, Redwood Academy had 6 students enrolled in special education. RA insures compliance with all phases of special education including: referral, assessment and identification, and services to insure that federal IDEA mandates are followed. RA provides a program that is designed to meet the student's unique educational needs, provides reasonable educational benefit, is in conformity with the student's IEP, and is the least restrictive environment. Strategies for academically low achieving students such as tutoring and extended day/year instruction described above are included in this program of services. In 2021-22 RA maintained an agreement with the charter-authorizing agency's special education personnel to clearly delineate the charter school's roles and responsibilities for the operation of special education programs and establish the charter-authorizing agency as the LEA for special education purposes. RA staff worked with the charter-authorizing agency staff to ensure the coordination of all phases of the IEP process (i.e., meeting notices, IEP development; implementation, and monitoring) for all students referred and/or identified for special education; and worked with agency staff to monitor IEPs for compliance as required to meet state mandates. RA staff works with all families to identify the needs of exceptional students attending RA. Using parent disclosure and review of the cumulative file by RA staff, information about incoming previously identified students with IEPs were forwarded to the agency's special education staff so that an educational plan could be implemented at RA. The strategies that RA utilizes to serve a special education student in a college preparatory program includes but is not limited to the following: implementation of accommodations established by the Student Study Team, skill-specific tutoring (provided by a resource specialist or through the general education providers as specified in the IEP), parent consultation and provision of resources for home use, increased use of on-line and other technological resources, and increased use of manipulatives. Finally, in keeping with IDEA's "child find" provision, students whose needs emerge after enrollment at RA are referred to a Student Study Team (SST) for monitoring, accommodation, and follow-up. It is the goal of the SST to use general education modifications and accommodations. All parent requests for special

education testing or placement are forwarded to the special education staff as well as the information recorded by the SST regarding regular education efforts to address the student's needs. During 2021-22, the number of students enrolled in Special Education was so small that data on successful completion of IEP goals cannot be included in this report to protect student identity.

- Instructional strategies used for English learners:** Redwood Academy administered the ELPAC to 9 students. Of the 9 students, 1 was reclassified as fully English proficient after taking the summative ELPAC test, and the remaining eight students are eligible for EL services. The RA staff addresses the needs of all students who continue to struggle with acquiring the level of English proficiency needed to become college ready through a variety of strategies including: large group direct academic instruction; small group and partner tutoring that focuses on language gaps in the content area; instruction in the English classroom where strategies such as those taught in SDAIE training are used, such as running dictation, reciprocal teaching, graphic organizers, and jigsaw teaching; after school and in-class tutoring with the teacher and/or aides; and summer session with a certificated teacher and highly qualified paraprofessionals.

5. Additional Requirements for Charter Schools Serving High School Students

- How parents were informed about the transferability of courses to other public high schools:** Parents are informed about the transferability of courses at the mandatory orientation prior to enrolling. Information about course transferability is also available in Redwood Academy's Student-Family Handbook. They are informed that Redwood Academy is accredited by the Western Association of Schools and Colleges, and, as such, all credits are transferable.
- How parents were informed about the eligibility of courses to meet college entrance requirements:** The University of California has approved all courses required for students to meet the "a-g" requirements; courses are available for review on the UC's web page. The school offers all required courses. All parents and students are notified that RA courses meet college admission requirements at the orientation they attend and/or in the information packet that they receive prior to enrolling.

B. Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards" (including Academic Performance Index and Adequately Yearly Progress school data)

Students at Redwood Academy may earn either a General Diploma or an Academic Honors Diploma by completing course requirements, and independent living competencies. The specific diploma requirements are as follows:

General Diploma Requirements

English	40 credits	
Math	30 credits	(10 of which must be equivalent to Algebra I)
Science	20 credits	(must be lab sciences)
Social Studies	30 credits	(must include world and US history, gov't/econ)
Modern Language	20 credits	(must be in one language)
VAPA	10 credits	

Community Service	10 credits
Graduation Project	10 credits
Other	70 credits
Total	240 credits earned with an overall GPA of 2.0 or higher

Academic Honors Diploma

English	40 credits	
Math	40 credits	(must inc Algebra I/Geometry/Algebra II/ Trigonometry or equivalent)
Science	30 credits	(must inc bio, chem, and one add'l science)
Social Studies	30 credits	(must include world and US history, gov't/econ)
Modern Language	30 credits	(20 of which must be in one language)
VAPA	10 credits	
Community Service	10 credits	
Graduation Project	10 credits	
Other	50 credits	
Total	250 credits earned with an overall GPA of 3.0 or higher and to include one advanced placement or college level course in mathematics, English, or social studies; All academic classes must be UC approved, and all grades for these classes must be a C or higher.	

Based on an analysis of last year's achievement, the following school-wide goals guide the planning process.

	<u>2021-22 Goal</u>	<u>2021-22 Actual</u>	<u>2022-23 Goal</u>
Attendance	95%	93%	95%
Dropout Rate	0%	0%	0%
Graduation Rate	100%	100%	100%
Completion of UC Requirements	>90%	96%	>90%
Enrollment in 2- or 4- year college	>85%	78%	>85%
Other State and Testing Measures			
(Chronic Absenteeism)	3%	20%	3%
(Suspension Rate)	2%	4%	2%
(Expulsion Rate)	1%	0%	1%
(College/Career)	90%	91.3%	90%
(EL Reclassification)	50%	0%	50%
(AP Student Exam Pass Rate)	75%	74%	75%

Description of progress towards measurable student goals: In 2021-22, Redwood Academy met or closely approached many of its goals. The exceptions were enrollment in 2 or 4 year college, EL reclassification, and chronic absenteeism. These goals were likely impacted by the Covid 19 pandemic, and the instability that it has brought. The Covid-19 isolation and quarantine orders increased student absenteeism. Some students were scared for their own health or that of a family member. Often when an exposure notification was issued, many students would be kept home by their parents for several days. Additionally, several students struggled with motivations and mental health crisis and, in a few instances,

were repeatedly hospitalized. Independent study was not always completed, or the lack of notice made its issuance and retrieval unviable. Most students were unable to tour colleges and universities. The staff attempted to balance the meeting of student social and emotional needs, a major focus from the prior year, with a strengthened return to our more traditional focus on academic rigor, which resulted in significant growth in AP exam pass rates, the completion of UC requirements, as well as growth in enrollment in 2 and 4 year colleges as compared to the prior year. The College/Career data is reflective of the 2018-19 cohort because this is the most recent data available on the CDE Dashboard site.

C. The Method by Which Pupil Progress in Meeting the Pupil Outcomes Was Measured (including performance level data for the CAASPP, CSTs, CELDT, and the Physical Fitness Test)

Student Outcomes	Standardized Test Benchmark	% Meeting Benchmark	Teacher Assessment Benchmark	% Meeting Benchmark
English: to use language as a tool to create, express, and evaluate personal points of view				
7-Lang. Arts 7 8-Lang. Arts 8 9-English I 10-English II/ Honors 11-English III/ AP 12-English IV/ AP	≥ Proficient on CAASPP (7,8,and 11s)	80%	Grade of "C" or higher in class	93%
	College Ready on CAASPP (11s only)	90%		
	AP Language and Composition Pass Rate	92%		
	≥ Level 3 on ELPAC (ELs only)	78%		
Mathematics: to demonstrate college-entry level mastery of mathematics				
7-Pre-alg 8-Algebra 9-Geometry/ Alg 10-Algebra II/ Geo 11-Trig-Precalc/ Alg II 12-AP Calculus/ Trig-Preclac	≥ Proficient on CAASPP(7,8, and 11s)	48%	Grade of "C" or higher in class	74%
	AP Calc Pass Rate	100%		
	College Ready on CAASPP (11s only)	50%		
Social Studies: to express a broad knowledge of history, culture, government, and economics				
7-Medieval 8-Early U.S. 10-Mod. World 11-Mod. U.S. 12-Gov/Econ	≥ Proficient on CAASPP Literacy (7,8, 11s)	80%	Grade of "C" or higher in class	93%
	AP US Hist, US Gov, and Psych Pass Rates	83% (US Hist) 29% (USGov) 75% (Psych)		
Science: to demonstrate a college-entry level mastery of the principles of science				
7 Life Science 8 Phy. Science 9 Earth Science 10 Biology 11 Chemistry	≥ Proficient on CAST	64%	Grade of "C" or higher in class	90%
	≥ Proficient on CAASPP Literacy (7,8, 11s)	80%		
Spanish: to use language as a tool to create, express, and evaluate personal points of view				
8 Conv. Spanish 9 Spanish I 10 Spanish II 11 Spanish III	NA	NA	Grade of "CR" or "C" or higher in class	92%
Theater Arts: to participate in the arts as a performer and critic				

9 Film and Media	NA	NA	Grade of "C" or higher in class	92%
Life and Leadership/Graduation Project: to develop skills related to healthy living, financial management, interpersonal relations, technology use, and college and career preparation				
7-12 Life and Leadership 12 Graduation Project	≥ in HFZ 4 out of 6 categories on PFT (7s & 9s only)	NA (7s) NA (9s)	Grade of "CR" in class	95%

Note: This chart is a compilation of data found in PowerSchool, College Board student test report data, and state testing data provided in the appendices. PFT data for 2021-22 is unavailable due to the test administration not being collected by the state for processing.

Description of how data was collected, analyzed and used to improve charter school program: Data was collected by way of standardized test reports and PowerSchool. Teachers analyzed the data by looking at standardized test results in conjunction with their classroom assessment data where applicable. Most teachers found that the percentage of students earning As and Bs in their AP classes who also took the AP Exam corresponded roughly to the percentage of students who passed the exam. Teachers used their findings in the individual student data to determine what improvements could be made to instruction.

The data available shows that RA students are performing in the realm of expectations, given the impact of the ongoing pandemic and the impact it has had on education over the past several years. The school continues to focus on improving instruction and learning. Beginning in 2012-13, RA implemented PLC work among all teachers aimed at creating curriculum continuums aligned with CCSS that will result in increased or maintaining student proficiency and college-ready rates in both ELA and mathematics. That teamwork continues this year as we prepare for administering the eighth round of Smarter Balanced Assessments this coming spring as well as successfully implementing the state-provided interim assessments for an eighth year. The instructional focus presently continues to include a focus on the Next Generation Science Standards, with the addition of a Physics course last year, in 2021-22, and full implementation of the CAST. In 2017-18 year, RA added a PLC focused solely on the science instruction and NGSS implementation, and, three years ago, RA added a part-time STEM coordinator position to aid in the continued NGSS transition as well as to facilitate other STEM-related curriculum/activities. This year, in an effort to continue to address the learning loss that resulted from the pandemic, we are again providing more in and out-of-class opportunities for individual and small-group tutoring as well as expanded credit recovery options, and because, according to state testing, mathematics learning suffered a larger loss than ELA, we have concentrated tutoring support in our math classrooms this year. Additionally, we are investing in mental health services, fitness equipment and programs, and extracurricular activities to the extent possible in an effort to continue to re-engage students and, thereby, address barriers to learning.

D. Governance Structure of School Including, But Not Limited to, Parental Involvement

1. Role parents had in the governance and operation of the school (include data to document parental involvement): Parent participation in the governance and operation of the school takes two primary forms: participating informally by way of parent surveys, Open House, Demonstration Nights, Parent Advisory Meetings, and volunteering to chaperone school trips and participating formally by serving on RA's School Site Council or CAR's Board of Directors. In 2021-22, Parent Advisory meetings were attended by a small group of parents. Unfortunately, the events where our parent participation is typically the

highest, both Open House and Demonstration Nights, were not held in 21-22 due to continuing Covid-19 protocols and concerns. In addition, many major school field trips, including our school-wide college campus trips, which would normally include parent chaperones, could not be conducted due to the pandemic. However, the school was able to send students on both a sophomore trip to the USS Hornet in Alameda and a senior trip to Lake Tahoe in the spring, both of which involved the help of parent chaperones. Approximately 27% of parents submitted an end-of-year parent survey. Of the parent surveys submitted for the year 2021-22, 91 percent of respondents felt like their students' classes were adequately preparing them for college, 94 percent of respondents felt like they could address their concerns with staff members, 79 percent said their student felt successful during the school year, and 88 percent said that their student felt their effort at school was valued by staff members. In addition, our School Site Council included two parent members and our Board of Directors included five parents of current Redwood Academy students, three of whose students' also attended Accelerated Achievement Academy during grades 4 through 7.

2. Description of the governance structure and how often each entity met: The Corporation, Charter Academy of the Redwoods, is a 501(3)(c) non-profit public benefit corporation and maintains adopted Corporate By-Laws filed with the Secretary of State in 1999. The By-Laws clearly define the role of Directors and Officers and distinguish between them and employee managers. The five-member Board of Directors fulfills the legally mandated duties for the Corporation and provides overall policy setting for both Redwood Academy and Accelerated Achievement Academy. At the annual organizational meeting, the Board elected Jay Joseph, who has one current Redwood Academy student and two graduates, as chairperson. Director Anne Ford, who has one current Redwood Academy student and one graduate, was elected to serve as the corporation's clerk. The Board held twelve meetings. All meetings were conducted according to the Brown Act with minutes maintained in the corporate binder; agendas were posted at all Charter Academy school sites and on the Charter Academy webpage. UUSD Director of Alternative Education, Scott Paulin, also received agendas prior to the meeting and minutes following each meeting. Agendas and minutes are posted on the corporate web page. The School Site Council, an entity that governs at the school site level, and includes parent members, met three times, once in October 2021, once in December 2021, and once in February 2022. In total, the elected Council is comprised of the school's Principal, two certificated staff members, one classified staff member, two parent members, and two student members. All School Site Council meetings focused on the school improvement cycle, which included looking at RA's assessment data and revising and approving the WASC action plan and the Title I Parent Involvement Policy. The SSC also reviewed and provided input for RA's Local Control and Accountability Plan. In addition, Redwood Academy operates in keeping with a Memorandum of Understanding that is current and comprehensive. Staff maintained a document to monitor deadlines and adhere to each provision of the MOU. It is also integral to promoting communication with the district personnel in charge of oversight and the evaluation of the educational program in keeping with the matrix.

3. Report on annual board training: Two hours of board training were conducted during the 2021-22 school year. The first half hour of training presented in October by Co-Executive Director, Elna Gordon, was on the Brown Act and on AB 361; the next hour in January was a review of topics related to LCAP, LCFF, CAASPP, WASC, federal fund planning, fiscal cycle, budget process, and board duties/policies. Another half hour of training presented in June by the Corporate Officers, Elna Gordon, Selah Sawyer, and Jim Switzer,

focused on the Local Indicators and the LCAP as well as provided the board updated information on the various restricted revenue streams.

4. Summary of major decisions/policies established by the charter school board during the year: Key decisions and policies made during 2021-22 include--

Governance

Approve revisions to Board Policy 303	8/31/21
Approve revisions to Board Policy 401.6	9/14/21
Approve annual report	10/12/21
Participate in training	10/12/21; 1/18/22; 6/14/22
Elect Board directors	12/14/21
Elect Board chairperson and clerk	12/14/21
Approve board meeting dates	12/14/21
Approve School Accountability Report Card	1/18/22
Approve revisions to Board Policy 502.6	3/8/22
Approve name changes for 22-23	5/3/22
Approve revisions to Board Policy 101.1, 102.1, 502.3	6/14/22

Business

Approve unaudited actuals	9/14/21; 10/12/21
Approve and revise budgets/estimated actuals	10/12/21; 12/14/21; 3/8/22; 6/14/22
Approve projected ADA for 2020-2021	10/12/21
Approve 1 st Interim Report 2 nd Interim Report	12/14/21; 3/8/22
Accept the audit report from Robertson, and Associates	1/25/22
Approve Written Description of Internal Fiscal Management System and Calendar for Fiscal Services	5/3/22
Approve Educational Protection Account Expenditures	6/14/22

Educational

Approve ESSER III Plan	9/14/21
Approve Educator Effectiveness Plan	12/14/21
Approve Accelerated Achievement Academy's WASC Self-Study	12/14/21
Approve Redwood Academy's A-G Completion Improvement Grant Plan	3/8/22
Approve Local Control and Accountability Plan	6/14/22

Personnel

Approve changes to the salary schedule	9/14/21; 3/8/22, 5/3/22, 6/14/22
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5. Summary data from the annual student/parent satisfaction survey: The parent satisfaction survey was administered to parents in April. While only 27% of parents responded, the results were generally positive. 79% felt that their child had been successful during the school year. Those who answered no indicated that their children needed to return to a normal school setting from the online long-term independent study program. 91% felt that their child's classes were adequately preparing them for college. Most who felt otherwise again indicated that they felt in-person instruction was needed and again, the long-term independent study program was mentioned. 88% indicated that their child's efforts felt valued. 94% stated that they could talk with staff about their child's needs. An open ended question asked about what the school should focus on when bringing students back in the fall to create a positive learning environment. Responses primarily focused on creating opportunities for students to engage in social activities, community activities, and traditional school events. The student satisfaction survey, administered in May, included the usual questions about school satisfaction and also asked about feeling safe while in hybrid learning. Students were positive with 91% feeling successful this past year, 92% feeling that school staff support and value their efforts, 92% feeling that their classes were helping them to learn and prepare for college, 91% feeling that kindness and honesty are encouraged, 69% feeling that they can talk to staff about their needs, and 91% of students felt safe while at school. The percentage who feel comfortable talking to staff about their needs is a notable decline as this has historically rested around 85%, and this marks the lowest in the school's history. This is likely a result of masking limiting the ability of staff and students to show expression, stunted social skills from the year and a half spent at home during the height of the pandemic, and that student needs may have changed from prior years to those that they are less comfortable sharing. Survey results are shared with the staff and reviewed by the School Site Council. In the 2021-22 school year, RA continued to provide after-school tutoring hours for all classes and expanded summer school opportunities, including sponsoring SPACE summer classes. Many of the usual opportunities to engage in college tours, Outward Bound, and various other workshops were still not possible as a result of the pandemic. Many of our usual community building programs and activities, such as Demonstration Nights, were also suspended as a result of the pandemic. However, by the end of the year, we were able to send students on some exciting field trips, including an overnight trip to the USS Hornet and a senior class trip to Lake Tahoe. Additionally, the school was able to host a junior-senior prom and hold an in-person graduation ceremony. In an effort to promote a positive school climate, the Redwood Academy student council operated throughout the year and initiated several programs to build community, such as creating posters with positive quotes and inspirational messages for the classrooms and school bulletin board, making school-wide announcements, and also organizing a spirit week that included a variety of class competitions. Additionally, our 7s, 8s, and 11's and 12's continued to participate in a Buddy Program, whereby our older students serve as mentors for our younger students.

Student Survey Results:

1. Is there an area of your life in which you have felt success this year?	Yes 90.5%	No 9.5%
2. Do you feel like the school staff supports and values your efforts? What could the staff do to better support you?	Yes 92.4%	No 7.6%
3. Do you feel like your classes are helping you learn and prepare for college? What ideas do you have about helping your prepare for college?	Yes 92.4%	No 7.6%

4. Do you feel like kindness and honesty are encouraged by your teachers and peers?	Yes 91.4%	No 8.6%
5. Do you feel that you can talk to the staff about your needs?	Yes 68.6%	No 31.4%
6. Do you feel safe while at school? What makes you feel unsafe?	Yes 91.4%	No 8.6%
7. Have you used Power School to help improve your grades?	Yes 86.7%	No 13.3%
8. Do you expect to attend Redwood Academy next year?	Yes 70.5%	No 29.5%

E. Qualifications to be Met by Individuals to be Employed by The School

1. Key staff positions and qualifications required: The school office is staffed by a principal, student services coordinator, and coordinator of operations, with support from the chief fiscal officer, co-executive director, and back office manager. Credentialed staff provides all core and college preparatory classes. An instructional assistant supports study time classes. Teachers and principals are credentialed and hired based on a published flier and application that emphasizes appreciation of adolescents, expertise in subject matter, and pioneering spirit. All teachers assigned to teach core or college preparatory subject matter areas hold teaching credentials or permits issued by the California Commission on Teacher Credentialing. The school employs teachers with subject matter authorization in every subject taught. We did not hire any certificated staff during 2021-22 and there were no opening during the school year either. Instructional Assistants and other classified staff are also hired based on an application process. In 2021-22, those classified staff serving in a position that provided instructional support also met requirements that mandated a minimum of two-years of post-secondary education or the successful completion of a local academic assessment.

2. Number of certificated and classified staff members: In 2021-22, Redwood Academy employed 12 classified staff members and 11 certificated staff members. Ten of the classified staff members and eight of the certificated staff members had some assigned duties at Accelerated Achievement Academy as well.

3. Process used to monitor credential expiration dates: The district is notified whenever personnel are hired or leave during the school year by way of a monthly employment report that tracks all changes in employment as well as credential and tuberculosis test expiration dates. This monthly report is monitored by the principal to ensure that teaching credentials are kept current.

F. Health and Safety Procedures

1. Process used to attain criminal record summary for new employees: Every new employee is fingerprinted with the school as the receiver of the criminal record summaries. In 2021-22, no new employee had a disqualifying event.

2. Process used to monitor employee TB clearance and expiration dates: TB clearance and expiration dates are monitored by the chief fiscal officer by way of an excel spreadsheet. In addition, the district is notified whenever personnel are hired or leave during the school year by way of a monthly employment report that tracks all changes in employment as well as credential and tuberculosis test expiration dates. This monthly report is monitored by the principal who works in conjunction with the chief financial officer to ensure that TB tests are kept current.

3. Description of health and safety procedures followed:

- **Seismic safety:** The School Safety Site Plan is maintained by Charter Academy of the Redwood's chief fiscal officer to comply with FEMA and OSHA recommendations. These policies are maintained in consultation with the school's insurance carriers and include responses to natural disasters and emergencies including fire, flood, earthquake, dirty bombs and toxic spills, siege, explosions, airplane disasters, and serious personal injuries. Specific precautions taken to ensure seismic safety include monthly safety inspections and mitigation procedures for ensuring safety of students and staff. These are performed by the maintenance department and overseen by the Chief Financial Officer. These procedures include ensuring that all exits are free from obstruction, that all exits are well marked and evacuation maps are in place, and that all heavy furniture such as bookcases and file cabinets are well-secured by straps to the wall.
- **Natural disasters and emergencies:** Charter Academy of the Redwood's Guide to School Safety Procedures are maintained by CAR's chief fiscal officer and reviewed by staff at the beginning of each year. The guide includes procedures for what to do in the event of an assault or fight, bomb threat, earthquake, fire, hostage taking, intruder, serious injury or death both at and outside of school, and weapons possession. Four evacuation drills were held during the 21-22 school year with a review of what behavior was expected and a review of the posted evacuation routes.
- **Immunizations, health screenings, administration of medications:** For those who need medication dispensed, Charter Academy of the Redwoods Corporate policy is followed which requires written authorization by the health care provider and a log of the time medication was given and by whom. All medications were locked up in a cabinet in the business office. CAR also adheres to the provisions of Education Code Sections 49450-49456 with regard to physical exams of students in school. Students in grades 8 and 10 as well as any students new to American schools participated in vision screening conducted by Laura Baynham, RN, PHN. Students in grades 8 and 10 also participated in hearing screening conducted by Laura Baynham, RN, PHN. There were 5 students with screening scores outside of the normal range in 2021-22, and the parents of the students with those scores were notified in writing. Finally, CAR requires all enrolling students to provide documentation of immunization in accordance with the law, including immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and varicella. The immunization policy honors permanent medical exemptions for all students and personal belief exemptions filed before January 1, 2016 for all students except for those entering grade seven. Records of student immunizations were maintained in a separate health file for each student.
- **Tolerance for use of drugs and/or tobacco:** Redwood Academy maintains a drug, alcohol and smoke free environment.

- **Staff training on emergency and first aid response:** All staff received access to blood-borne pathogen training as well as training in emergency response, sexual harassment, mandated-reporting requirements, suicide prevention, and fire extinguisher use. Two staff members have completed training to be able to provide training to students through the Teen Community Emergency Response Team (CERT) program.
- **Suicide Prevention:** CAR recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, CAR has developed strategies for prevention, intervention, and postvention. CAR involved mental health professionals and community organizations in planning, implementing, and evaluating CAR's strategies for suicide prevention, intervention, and postvention. As appropriate, these strategies specifically address the needs of students who are at higher risk of suicide, including, but not limited to, students bereaved by suicide, students with disabilities, with mental health issues, or substance use disorders, students experiencing homelessness or who are in foster care, and lesbian, gay, bisexual, transgender, or questioning youth. CAR's policy shall be reviewed by the Board and updated as necessary annually. As part of CAR's suicide prevention strategies, all staff received training in suicide prevention, prior to the start of 2021-22 school year.

4. Description of any revisions to the charter school board adopted health and safety policies: During 2021-22, CAR did not revise the health and safety policy. CAR initially adopted board policy, BP 506, outlining our health and safety procedures in 2011 and added policy specific to suicide prevention in 2018. Two years ago, CAR revised the suicide prevention policy to address all components of AB 2246. (Appendix E).

5. Description of suitability of facility in terms of educational utility: Redwood Academy maintained the classrooms and office facility, shared classrooms with Accelerated Achievement Academy. Occupancy was well within established limits. Sufficient restrooms were provided and exits were adequate for traffic control. Temperature was easily controllable. All buildings suitably housed the variety of educational programs, technology, and administrative support needed. The Junior Building, which is typically used for morning Check-in as well as lunch for both schools, and for school activities, was rented and used throughout the year. Additionally, Carl Purdy Hall, which is usually rented for promotion and graduation to accommodate the size of the audience, was used in June.

G. Means to Achieve a Racial and Ethnic Balance Reflective of Authorizing School District

1. Specific practices/policies used to attract a diverse applicant pool/enrollment: Redwood Academy adheres to the goal of enrolling students who are representative of the adolescent population of the district. From speaking to parents at the time of enrollment, it was clear that word-of-mouth continued to be the school's most effective means of outreach. The majority of outreach was done by current students and their families; this generated a large percentage of inquiries from parents who had heard about the school from a current or former student. However, Redwood Academy also ran advertisements on Facebook, in the Ukiah Daily Journal Back to School edition, and the City of Ukiah Recreation Guides. In an effort to achieve a racial and ethnic balance reflective of the school district, Redwood Academy provided Spanish-language registration materials. Spanish language services were provided to prospective parents by phone and in person; orientation and orientation hand-outs were provided in Spanish. Additionally, prior and during the 2021-22 school year, Redwood Academy ran regular advertisements in both *Al Punto* and *Dos Mundos* in Spanish. Redwood Academy also engaged in outreach booths at Sunday's in the Park, Pumpkinfest, Hometown Holidays, the Spring Carnival, the Community Yard Sale, and

the Dia de los Ninos event. Despite access to information about Redwood Academy, Hispanic/Latino parents continue to choose to enroll more students at Accelerated than at Redwood. In a continued effort to increase Hispanic/Latino enrollment for the 2022-23 school year, RA will continue its targeted outreach efforts in the Spanish-speaking community, including doing an additional outreach booth at Dia de los Muertos event at Mendocino College. Redwood Academy hosted booths with information available in both English and Spanish at various community summer events including the the Kids Triathlon and the Redwood Empire Fair.

2. Data to document improvement in racial/ethnic balance: As evidenced in the charts following, most of the racial/ethnic populations stayed similar to previous years. However, in 2021-22, there was a slight increase in the percentage of Hispanic students from the previous year. In 2021-22, the number of students who chose not to report was 0%. (Appendix A)

Redwood Academy Enrollment	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or More Races
2021-22	2%	5%	1%	1%	39%	1%	46%	6%
2020-21	1%	5%	1%	2%	38%	0%	46%	6%
2019-20	1%	6%	0%	1%	35%	0%	47%	8%
2018-19	1%	7%	1%	1%	29%	0%	57%	4%
2017-18	1%	7%	0%	2%	22%	<1%	58%	6%

Note: The percentages in the charts above and below reflect the data rounded to the nearest whole number.

3. Table summary of charter school ethnic balance compared to the district reported in percentages for the 2020-21 school year:

	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or More Races
Redwood Academy	2%	5%	1%	1%	39%	1%	46%	6%
District	5%	1%	0%	1%	54%	1%	34%	4%

H. Admissions Requirements

1. Admission requirements and any preferences used: The staff remains strongly committed to providing an educational opportunity consistent with the mission to every student-family who chose to enroll. All grade 7-12 students in the state of California are eligible to attend Redwood Academy. In conformity with the requirements of Education Code section 47605, subdivision (d)(2)(B), admission preference "shall be extended to pupils currently attending the charter school and pupils who reside in the district."

2. Admissions and enrollment process and timeline used, as well as procedures for public random drawings, if necessary: The annual registration process includes allowing continuing students who wish to return to notify the school of that intent in early February. After that, the enrollment process for all new students begins. Windows are established for enrollment purposes. For the 2021-22 school year, there were seven pre-school enrollment windows. The school closes classes to further enrollment at any point in which classes are determined to be full. The petitioners include information regarding enrollment procedures on the registration card and provide contact information through outreach activities such as advertisements, public service announcements, and community bulletin boards. If more

students choose to apply in any enrollment window than can be admitted, the following admission processes will be followed:

- In the event that the number of students who wish to attend the school exceeds the school's capacity, a lottery system with a Table of Random Numbers is used to publicly determine those selected to attend after accommodating continuing CAR students.
- In conformity with the requirements of Education Code section 47605, subdivision (d)(2)(B), admission preference "shall be extended to pupils currently attending the charter school and pupils who reside in the district."

Pre-pandemic, we provided seven sessions of a pre-school orientation meeting with students and their parents, which helped inform new families about expectations and requirements prior to the opening of the school year. This year, as with the previous year, all orientations were conducted individually in-person or online. All of the orientations were offered in English and Spanish as needed and all had both English and Spanish language handouts available to accompany the presentation as needed.

3. Number of students enrolled in each grade: In 2021-22, at the time of CBEDS, Redwood Academy had 16 students in 7th grade, 23 students in 8th grade, 17 students in 9th grade, 24 students in 10th grade, 22 students in 11th grade, and 25 students in 12th grade.

4. Number of students on a waiting list for each grade: Redwood Academy had no students on the waiting list during the 2021-22 school year.

5. Number of students leaving the Charter School by grade level: After CBEDS, over the remainder of 2021-22 school year, Redwood Academy saw the departure of one 7th grade student, two 8th grade students, four 10th grade students, two 11th grade students, and one 12th grade student. Of those who left, two transferred to Ukiah High, one to Pomolita, one to Bechtel Grove, one to Accelerated Achievement, one took the California High School Exit Exam, and four transferred out of the area.

I. Financial Audit

1. Procedure used to select and retain independent auditor: The Charter Academy of the Redwoods Treasurer will cause an annual financial audit of the charter school to be conducted by an independent auditor approved by the Board of Directors. In 2021-22, The Board maintained its contract with the firm of Robertson, Cahill and Associates, CPAs, to conduct the annual independent corporate audit.

2. Qualifications required of the independent auditor: The independent auditor must employ Generally Accepted Accounting Principles (GAAP), be familiar with California charter school law, and be experienced with educational finance.

3. The manner in which the audit was conducted: Audits are conducted according to standards applicable to governmental agencies and the state's audit guide standards applicable to charter schools. Audit reports will be completed and available for review at the school and submitted to the charter-authorizing agency Board of Trustees by the auditor. All financial records have been kept on the system supported by Mendocino County Office of Education including use of the Standardized Account Code Structure with attendance records kept by the school staff. The

Academy has been able to use its own equipment to keep the financial records and used PowerSchool® for attendance records.

4. Scope and timing of the audit, as well as required distribution of completed audit: The audit visit for 2021-22 was conducted during the last week of June. The audit report is provided as soon as possible in keeping with the December 15th deadline to all mandated recipients including the Corporate Governing Board, the Governing Board of the charter-granting agency, Mendocino County Office of Education, and the state Controller's Office.

5. Process used for resolving audit exceptions and deficiencies to the satisfaction of the authorizing school district: The CAR Treasurer recognizes the need to ensure that any audit exceptions or deficiencies will be resolved as determined by state law and this charter and will ensure adherence to the charter-granting agency's expectations for timely compliance. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified by CAR to meet the auditor's specifications and such modifications will be sent to the charter-authorizing agency's Board of Trustees within six months of the auditor's report. Charter Academy of the Redwoods did have one audit finding for the audit report approved by the Board of Directors in the 2021-22 school year. That finding addressed the unduplicated pupil count as certified in Calpads during the 20-21 school year, in which there was one student classified incorrectly. As a result, Redwood Academy's LCFF funding needed to be adjusted by an estimated \$584. To ensure there are no future misclassifications of students in Calpads, the school's CBO wrote a new procedure that requires more than one person to look over the student lunch program data in Powerschool prior to its certification in Calpads.

J. Pupil Suspension and Expulsion

1. Summary of process used to suspend or expel a student: Redwood Academy maintained a multi-step discipline program. The disciplinary process generally begins with a student being sent "to the ramp" for a brief time-out and focus on the behavioral issue. Students receiving Level One were sent to the office for a time-out; Level Two added a conference with the staff. Students who committed a Level Three infraction were placed in an alternative learning environment for the remainder of the period and received additional consequences. Beyond that students could be suspended for a complete day, in which case they were placed on Behavior Probation and denied privileges for the required time. Infractions were logged in PowerSchool®. Students whose pattern of behavior necessitated further time away from school or who committed an individual serious infraction of the Discipline Code were considered for expulsion. In the event of a potential expulsion, a Hearing Panel is convened comprised of three staff members who rotated the responsibility with the principal present to provide continuity. The Panel is charged with providing due process, finding the truth of the situation, identifying the student's needs, and balancing that with the school and student body's needs, school policy, and applicable law. Parents are informed of the hearing in advance and encouraged to participate, which, in all cases in previous years, they have. The charter-granting agency is also informed of the outcome when the student was expelled. The staff provides information about expulsions to the UUSD Director of Alternative Education. No special education students were considered for expulsion, but in the case that a Special Education student does commit a serious infraction that warrants consideration for expulsion, a manifestation determination conducted by resource staff would take place to determine whether or not a Hearing Panel should be convened.

2. Number of suspensions: 5

3. Number of expulsions: 0

K. Staff Retirement Systems

1. **Certificated:** CalSTRS
2. **Classified:** CalPERS

L. Attendance Alternatives

1. **Process used to inform students of their rights to attend other schools or pursue an inter-district transfer:** Attendance at Redwood Academy is entirely voluntary on the part of the students who enroll. Students who opt not to attend the charter school may attend other schools in the district in which the charter school is located or may pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. RA also recognizes that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. Redwood Academy students and their families are informed of all this by way of the Student-Family Handbook.

M. Description of Employee Rights

1. **Employee benefits and compensation:** Full-time employees of Charter Academy of the Redwoods receive medical/dental/vision benefits and retirement benefits. Part-time employees who work over 50% are eligible for medical benefits through a cost-sharing plan, though benefits may be waived. A full-time employee may earn 80 hours of Sick Leave per fiscal year and may accumulate the unused balance of sick leave. Part-time classified employees may earn 24 hours of sick leave per fiscal year, and part-time certificated or exempt employees earn sick leave on a pro-rated basis. In 2021-22, Corporate Management salaries ranged from \$64,867 to \$87,918. Classified Coordinator salaries ranged from \$45,667 to \$63,509. CAR also compensated other classified staff at hourly rates that ranged from \$18.44 to \$27.31. Certificated salaries ranged from \$45,754 to \$76,783, and part-time hourly certificated staff were compensated at an hourly rate that ranged from \$30.14 to \$34.95.

2. **Employee rights, including tenure:** Charter Academy of the Redwoods is an at-will employer. CAR employees do not have any rights of return to UUSD.

N. Dispute Resolution Process: To resolve internal disputes, RA maintains a Uniform Complaint Procedure that is provided to the district each August. As outlined in the Charter Petition, external disputes between RA and UUSD shall be resolved pursuant to the dispute resolution language contained in the MOU.

1. Number of dispute resolutions during the year:

- **Internal:** 0
- **External:** 0

2. **Number of claims or lawsuits and any disposition of such claims or lawsuits:** 0

O. Labor Relations

1. Charter Academy of the Redwoods is the exclusive public school employer for Educational Employment Relations Act purposes.

P. Closure of Charter School

1. Outline of the process to be used if the charter school closes: The Board of Directors has a procedure for closing the school outlined below. The procedure was adopted when the charter was renewed and it is not expected to be used. It provides for the allocation of all assets by the Board.

In the event RA closes, CAR will document and affect its closure by official action of the Board of Directors of Charter Academy of the Redwoods whose responsibility is to make such a decision at a publicly noticed meeting. The agenda item will include the reason for the school's closure, the anticipated date of the closure, and the name of the person responsible for closure-related activities. Notice shall be provided to the District at least three days in advance of a closure issue being presented to CAR's Board. RA will provide written notice to the charter-authorizing agency, the county office of education, the retirement systems in which the school's employees participate, the California Department of Education, and RA students and parents of the official action and the effective date of the school closure; notice will be provided within seven days of the Board's decision. This notice will also include the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' school districts of residence, and the manner in which parent/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parent/guardians and students of RA of the closure provides information to assist parents and students in locating suitable alternative educational programs. This notice will be provided promptly following the Board's decision to close the school. The Board will also develop a list of students in each grade level and the classes they have completed, together with information on the pupil's districts of residence, which they will provide to the entity responsible for closure-related activities.

The school will complete and file any annual reports required pursuant to Education Code section 47604.33

Given that a non-profit corporation operates the school, should the corporation dissolve with the closure of the school, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

RA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified in this section.

2. Process to include a final audit of the charter school: The CAR Treasurer will prepare final RA financial records and will commission an independent audit by a qualified Certified Public Accountant paid for by RA to determine the disposition of all assets and liabilities of RA. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to RA. The results of the audit will be forwarded to the charter-authorizing agency upon completion.

3. Specific plans for disposition of all net assets and liabilities, as well as for the maintenance and transfer of pupil records: In the event of the school's closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all accrued ADA apportionments and other revenue generated by students attending RA will remain the sole property of CAR subject to all audited and verifiable claims documented in the final audit as provided herein. In the event that the charter school is dissolved, all such property will be distributed as CAR will determine in accordance with state statutes governing nonprofit public benefit entities and with priority that such assets be distributed first to other CAR schools and then to other public schools as determined by the Board as potential beneficiaries of public assets including the potential for residual assets of the school to accrue to the benefit of UUSD. In the case of the dissolution of CAR, any funds remaining after completion of a final audit will be dispersed by the final action of the CAR board to legally eligible public agencies. Any assets acquired from the district or district property will be promptly returned upon school closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

In the event of the school's closure, the school shall remain solely responsible for all liabilities arising from the operation of the school.

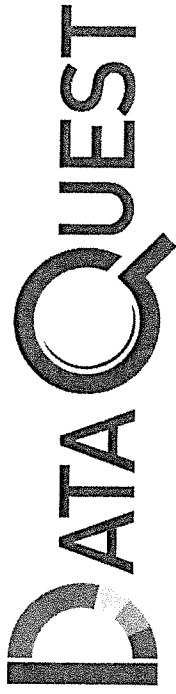
As applicable and consistent with statute, RA will provide parents, students, and/or the charter-authorizing agency or subsequently selected school(s) with all appropriate student records and will otherwise assist students in transferring to their next school(s). All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C.§1232g. The school will ask the district to store original records of RA students. If the district will not or cannot store the records, the school will work with the county office of education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

APPENDIX

Document

2021-22 School Enrollment by Ethnicity	A
2018-19 School Dashboard Report	B
2021-22 ELPAC Results Report	C
2021-22 CAASPP and CAST Results Report	D
Board Policy 506	E
Independent Living Skills Matrix	F
2017-18 School Dashboard Report	G

Note: Appendices B, C, and D are the most current available aggregated data available through state reporting.



California DEPARTMENT OF EDUCATION

DataQuest Home / Enrollment Report

2021-22 Enrollment by Ethnicity

Redwood Academy of Ukiah Report (23-65615-2330413)

[+ Report Description](#)

[+ Report Options and Filters](#)

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Redwood Academy of Ukiah</u>	127	0.8%	1.6%	5.5%	0.8%	38.6%	0.8%	45.7%	6.3%	0.0%

Report Totals

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Redwood Academy of Ukiah</u>	127	0.8%	1.6%	5.5%	0.8%	38.6%	0.8%	45.7%	6.3%	0.0%
<u>Ukiah Unified</u>	6,552	0.6%	5.1%	0.9%	0.5%	54.0%	0.0%	34.1%	4.2%	0.5%
<u>Mendocino County</u>	12,818	0.6%	6.3%	0.8%	0.3%	46.7%	0.1%	37.5%	4.1%	3.7%
<u>Statewide</u>	5,892,240	5.1%	0.5%	9.5%	2.3%	55.9%	0.4%	21.1%	4.3%	1.0%

Redwood Academy of Ukiah

Explore the performance of Redwood Academy of Ukiah under California's Accountability System.

[Generate PDF Report](#)

[View Additional Reports](#)

2019

Chronic Absenteeism



Blue

Suspension Rate



Green

English Learner Progress



No Performance Color

Graduation Rate



No Performance Color

College/Career



No Performance Color

English Language Arts



Green

Mathematics



Green

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

School Details

NAME

Redwood Academy of Ukiah

ADDRESS

1059 North State Street

Ukiah, CA 95482-3413

WEBSITE

http://www.caredwoods.org

GRADES SERVED

7-12

REDWOOD ACADEMY OF UKIAH

Student Population

Explore information about this school's student population.

[LEARN MORE](#)

Enrollment

151

[View More Information](#) →

[LEARN MORE](#)

Socioeconomically Disadvantaged

58.9%

[LEARN MORE](#)

English Learners

4%

[LEARN MORE](#)

Foster Youth

0%

REDWOOD ACADEMY OF UKIAH

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

All Students State



Green

90.5 points above standard

Declined 6.2 Points

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#)

Mathematics

All Students State



Green

50.3 points above standard

Declined 6.2 Points

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#)

LEARN MORE

English Learner Progress

All Students State

Less than 11 students - data not displayed for privacy

[View More Details](#)

LEARN MORE

College/Career

All Students State



No Performance Color

91.3% prepared

Declined 8.7%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#)

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

[View More Details](#)

REDWOOD ACADEMY OF UKIAH

Academic Engagement

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

Chronic Absenteeism

All Students **State**



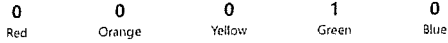
Blue

1.9% chronically absent

Declined 10.4% ↻

EQUITY REPORT

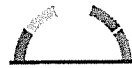
Number of Student Groups in Each Color



[View More Details](#) →

Graduation Rate

All Students **State**



No Performance Color

95.7% graduated

Declined 4.3% ↻

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) →

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

[View More Details](#) →

REDWOOD ACADEMY OF UKIAH

Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate

All Students **State**



Green

1.2% suspended at least once

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) →



Local Indicators

[LEARN MORE](#)

Questions or comments?

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

[Email Us](#)

Parent and Family Engagement

STANDARD MET

STANDARD MET

[View More Details](#) →

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California Department of Education

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[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details](#) →

Summative ELPAC

[View Test Results](#) Search / Compare Results Understanding Results Grade Reports Research Files

[< Back to Test Results at a Glance](#)

Detailed Test Results for: School: Redwood Collegiate Academy

CDS Code: 23-65615-2330413 | County: Mendocino | District: Redwood Collegiate Academy

[Print Test Results](#)

[Get Research Files](#)

Report Options

Year: 2021-22 Student Group: All Students (Default) School Type: All Schools

[Selections Applied](#)

PLEASE NOTE: English learners from Kindergarten to Grade 12 can be compared by mean scale scores and percentages at each performance level within grade levels, and adjacent grade spans. Note that schools made up of different grade levels should be compared with caution. Scores for 2018-19 should not be compared to scores from previous years as the thresholds have changed and the scores are not comparable.

Please visit the [Understanding Results](#) page for a description of the performance levels displayed below.

2021-22 Detailed Test Results for All Students

Select Display Type:

Percentage of Students



▼ Data Detail - All Students (accessible data)

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	9
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	9
# of Students Tested with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	9
Mean Scale Score - Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	N/A
Mean Scale Score - Oral Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	N/A
Mean Scale Score - Written Language	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	N/A

Percentage of Students at Each Performance Level

Overall Performance
Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*

Oral Language Performance

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 3 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 2 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Level 1 Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*

Percentage of Students by Domain

Listening

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*

Speaking Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*

Reading Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Somewhat/Moderately Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Beginning to Develop Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*

Writing

Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ⁽³⁾ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Somewhat/Moderately ⁽⁴⁾ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*
Beginning to Develop ⁽⁵⁾ Percentage of students by grade for level	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	N/A	*	*	*	*

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for: School: Redwood Collegiate Academy

CDS Code: 23-65615-2330413 | County: Mendocino | District: Redwood Collegiate Academy

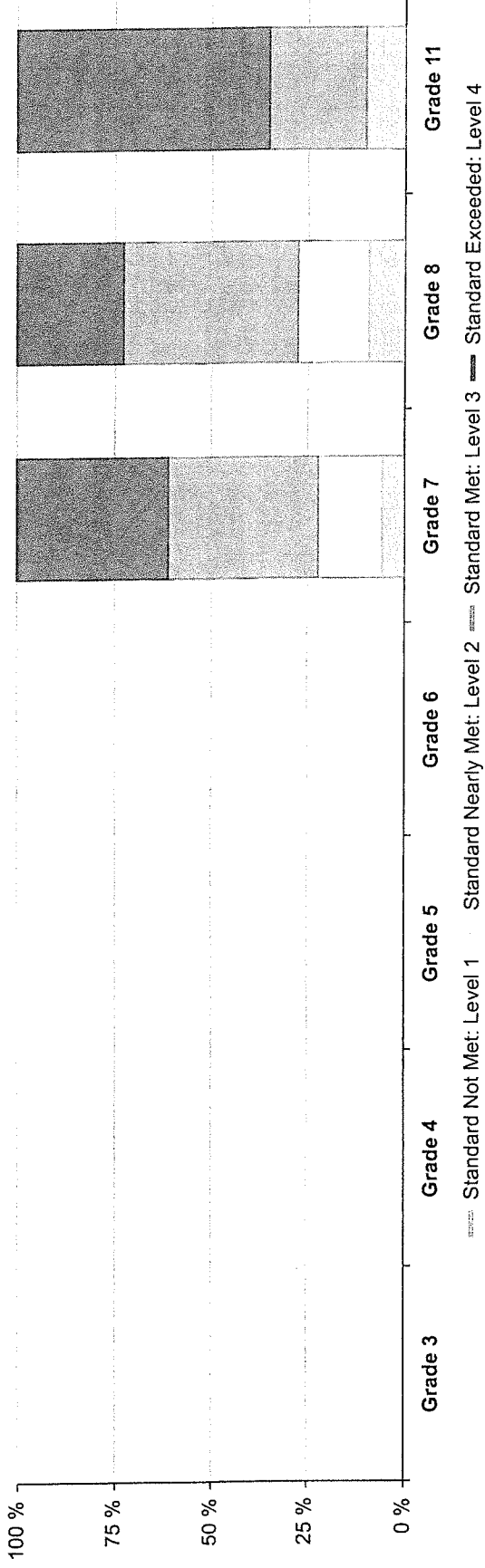
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Schools made up of differing grade levels should be compared with caution.

2021–22 Detailed Test Results Results for All Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ [Data Detail - All Students \(accessible data\)](#)

[Achievement Level Distribution](#)



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	N/A	N/A	N/A	N/A	18	22	20	60
Number of Students Tested ⁽²⁾	N/A	N/A	N/A	N/A	18	22	20	60
Number of Students With Scores ⁽³⁾	N/A	N/A	N/A	N/A	18	22	20	60
Mean Scale Score	N/A	N/A	N/A	N/A	2601.1	2613.0	2703.6	N/A
<input type="checkbox"/> Standard Exceeded: Level 4 ⁽⁴⁾	N/A	N/A	N/A	N/A	38.89 %	27.27 %	65.00 %	43.33 %
<input type="checkbox"/> Standard Met: Level 3 ⁽⁵⁾	N/A	N/A	N/A	N/A	38.89 %	45.45 %	25.00 %	36.67 %
<input type="checkbox"/> Standard Nearly Met: Level 2 ⁽⁶⁾	N/A	N/A	N/A	N/A	16.67 %	18.18 %	0.00 %	11.67 %
<input type="checkbox"/> Standard Not Met: Level 1 ⁽⁷⁾	N/A	N/A	N/A	N/A	5.56 %	9.09 %	10.00 %	8.33 %

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	*	*	*	38.33 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	*	*	*	55.00 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	*	*	*	6.67 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽⁴⁾	N/A	N/A	N/A	N/A	*	*	*	45.00 %
Near Standard ⁽³⁾	N/A	N/A	N/A	N/A	*	*	*	43.33 %
Below Standard ⁽²⁾	N/A	N/A	N/A	N/A	*	*	*	11.67 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽⁴⁾	N/A	N/A	N/A	N/A	*	*	*	33.33 %
Near Standard ⁽³⁾	N/A	N/A	N/A	N/A	*	*	*	61.67 %
Below Standard ⁽²⁾	N/A	N/A	N/A	N/A	*	*	*	5.00 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽⁴⁾	N/A	N/A	N/A	N/A	*	*	*	45.00 %
Near Standard ⁽³⁾	N/A	N/A	N/A	N/A	*	*	*	45.00 %
Below Standard ⁽²⁾	N/A	N/A	N/A	N/A	*	*	*	10.00 %

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:

School: Redwood Collegiate Academy

CDS Code: 23-65615-2330413 | County: Mendocino | District: Redwood Collegiate Academy

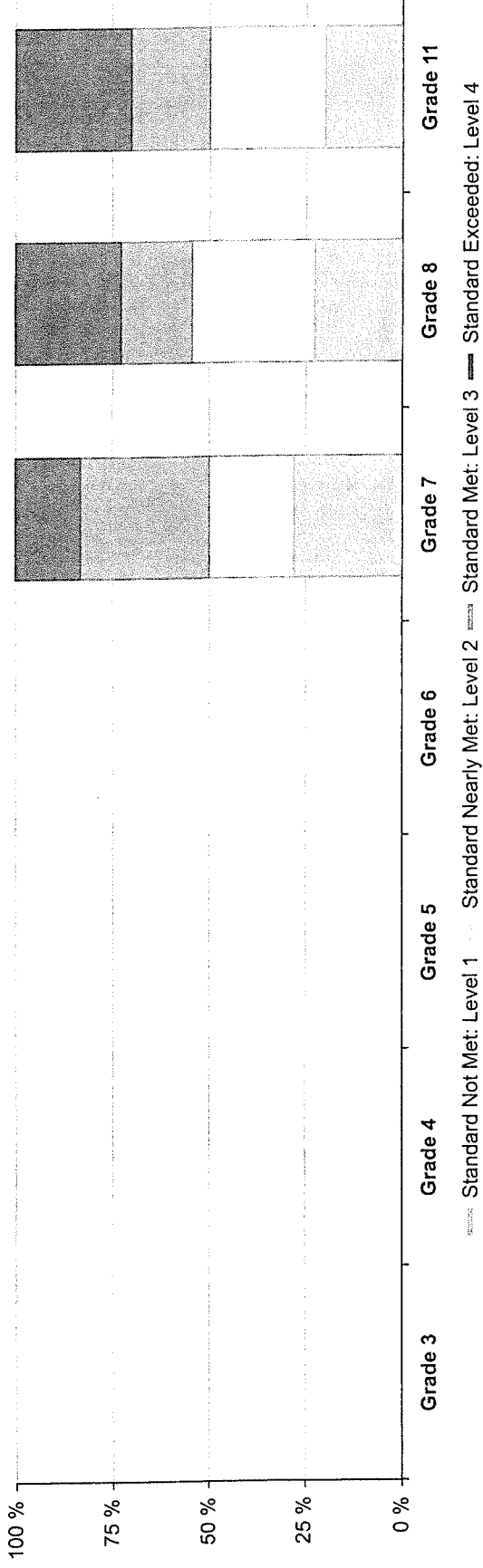
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2021–22 Detailed Test Results Results for All Students

MATHEMATICS

▼ [Data Detail - All Students \(accessible data\)](#)

[Achievement Level Distribution](#)



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"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	N/A	N/A	N/A	N/A	18	22	20	60
Number of Students Tested ⁽²⁾	N/A	N/A	N/A	N/A	18	22	20	60
Number of Students With Scores ⁽³⁾	N/A	N/A	N/A	N/A	18	22	20	60
Mean Scale Score	N/A	N/A	N/A	N/A	2560.5	2582.7	2645.7	N/A
<input type="checkbox"/> Standard Exceeded: Level 4 ⁽⁴⁾	N/A	N/A	N/A	N/A	16.67 %	27.27 %	30.00 %	25.00 %
<input type="checkbox"/> Standard Met: Level 3 ⁽⁵⁾	N/A	N/A	N/A	N/A	33.33 %	18.18 %	20.00 %	23.33 %
<input type="checkbox"/> Standard Nearly Met: Level 2 ⁽⁶⁾	N/A	N/A	N/A	N/A	22.22 %	31.82 %	30.00 %	28.33 %
<input type="checkbox"/> Standard Not Met: Level 1 ⁽⁷⁾	N/A	N/A	N/A	N/A	27.78 %	22.73 %	20.00 %	23.33 %

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	*	*	*	25.00 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	*	*	*	53.33 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	*	*	*	21.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	*	*	*	26.67 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	*	*	*	58.33 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	*	*	*	15.00 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	*	*	*	21.67 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	*	*	*	66.67 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	*	*	*	11.67 %

Science

California Science Test (CAST)

Detailed Test Results for:

School: Redwood Collegiate Academy

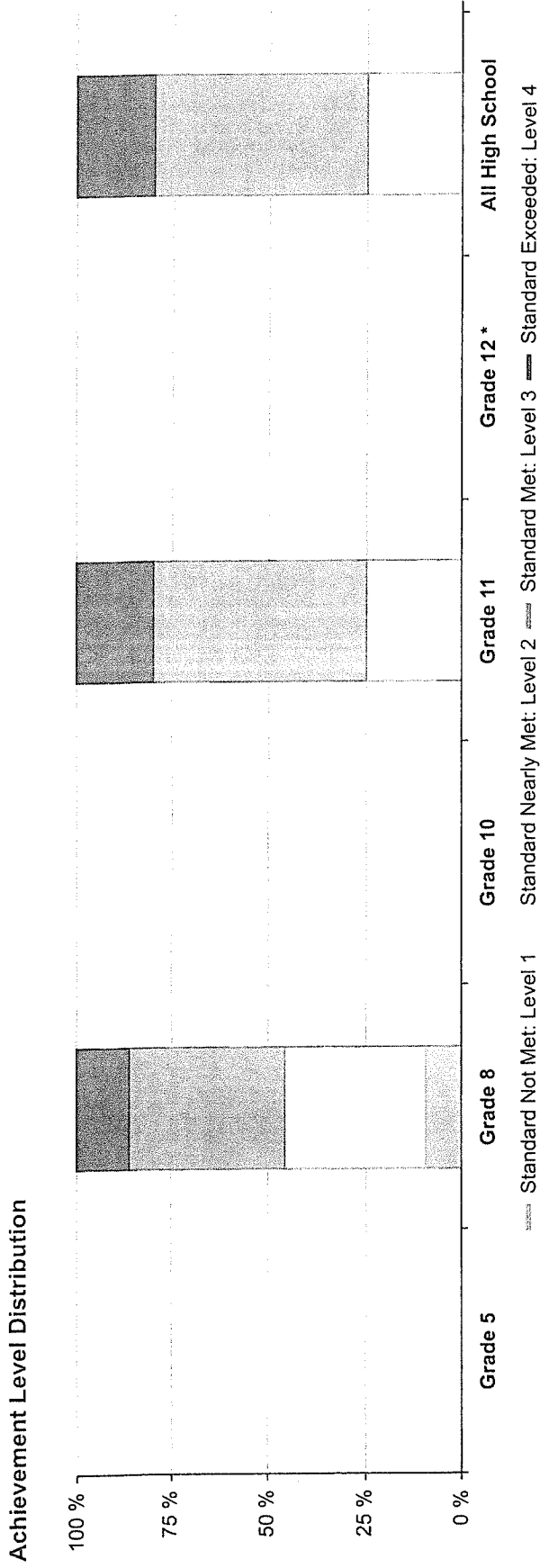
CDS Code: 23-65615-2330413 | County: Mendocino | District: Redwood Collegiate Academy

PLEASE NOTE: Caution should be used in interpreting overall achievement level percentages for a school or district. The proportion of students in each grade can cause variation in the meaning of the achievement level percentages. The achievement level percentages in one grade from one school or district may be compared with the achievement level percentages in that same grade from another school or district.

2021–22 Detailed Test Results Results for All Students

SCIENCE

▼ Data Detail - All Students (accessible data)



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Achievement

Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Number of Students Enrolled ⁽⁴⁾	N/A	22	N/A	20	*	22	44
Number of Students Tested ⁽⁵⁾	N/A	22	N/A	20	0	20	42
Number of Students with Scores ⁽⁶⁾	N/A	22	N/A	20	0	20	42
Mean Scale Score	N/A	411.2	N/A	620.9	N/A	620.9	N/A
<input type="checkbox"/> Standard Exceeded: Level 4 ⁽⁷⁾	N/A	13.64 %	N/A	20.00 %	N/A	20.00 %	16.67 %
<input type="checkbox"/> Standard Met: Level 3 ⁽⁸⁾	N/A	40.91 %	N/A	55.00 %	N/A	55.00 %	47.62 %
<input type="checkbox"/> Standard Nearly Met: Level 2 ⁽⁹⁾	N/A	36.36 %	N/A	25.00 %	N/A	25.00 %	30.95 %
<input type="checkbox"/> Standard Not Met: Level 1 ⁽¹⁰⁾	N/A	9.09 %	N/A	0.00 %	N/A	0.00 %	4.76 %

Domains

Domain Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the domain level percentages may not add to 100% due to rounding.

LIFE SCIENCES: Focusing on structures and processes in living things, ecosystems, heredity and biological evolution

Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ⁽³⁾	N/A	27.27 %	N/A	50.00 %	N/A	50.00 %	38.10 %
Near Standard ⁽⁴⁾	N/A	45.45 %	N/A	30.00 %	N/A	30.00 %	38.10 %
Below Standard ⁽⁵⁾	N/A	27.27 %	N/A	20.00 %	N/A	20.00 %	23.81 %

PHYSICAL SCIENCES: Focusing on matter and its interactions, motion and stability, energy, and waves and their applications

Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ⁽³⁾	N/A	22.73 %	N/A	30.00 %	N/A	30.00 %	26.19 %
Near Standard ⁽²⁾	N/A	45.45 %	N/A	55.00 %	N/A	55.00 %	50.00 %
Below Standard ⁽¹⁾	N/A	31.82 %	N/A	15.00 %	N/A	15.00 %	23.81 %

EARTH AND SPACE SCIENCES: Focusing on Earth's place in the universe, Earth's systems, and Earth and human activity

Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ⁽³⁾	N/A	9.09 %	N/A	40.00 %	N/A	40.00 %	23.81 %
Near Standard ⁽²⁾	N/A	63.64 %	N/A	35.00 %	N/A	35.00 %	50.00 %
Below Standard ⁽¹⁾	N/A	27.27 %	N/A	25.00 %	N/A	25.00 %	26.19 %

506 **Health and Safety** *rev. 1/26/16, 1/24/17, 10/17/17, 10/16/18, 5/5/20*

506.1 Charter Academy of the Redwoods implements a comprehensive set of health, safety, and risk management policies. An onsite designee shall oversee proper reporting procedures for all safety issues, injuries or other health and safety related occurrences in a manner consistent with the Family Education Rights and Privacy Act (FERPA). Information about health and safety matters will be provided to each employee upon hire.

1. **Procedures for Background Checks:** In keeping with BP 401.15, CAR will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services, or any unsupervised contact with pupils of Charter Academy of the Redwoods. Each employee of the school will be fingerprinted and furnish the school with a criminal record summary; each volunteer in the classroom and each volunteer who accompanies students on overnight field trips, or field trips more than 150 miles from the school, will be fingerprinted and furnish CAR with a criminal record summary. The administrator or designee shall monitor compliance with this policy and report any exceptions to the President and UUSD.
2. **Role of Staff as Mandated Child Abuse Reporters:** All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, following the same policies and procedures used by the UUSD.
3. **Tuberculosis Testing:** CAR will follow the requirement of Education Code Section 49406 in requiring evidence of current tuberculosis clearance for all employees prior to beginning employment. The administrator or designee shall monitor compliance with this policy and report any exceptions to the President and UUSD.
4. **Immunizations:** CAR will adhere to all legally required immunization laws or entering students pursuant to Health and Safety Code Section 120325-120375 and Title 17, California Code of Regulations Section 6000-6075. CAR requires all enrolling students to provide documentation of immunization in accord with the law, including immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and varicella, as described in the Department of Health Services Document IMM-231. The immunization policy honors permanent medical exemptions for all students and personal belief exemptions filed before January 1, 2016 for all students except for those entering grade seven. Records of student immunizations are maintained in a separate health file for each student.
5. **Medication in School:** CAR will adhere to the provisions of Education Code Section 49423 regarding the administration of medication in school. Any student requiring the administration of medication in school has on file written statements from both the child's health care provider and from the parent/guardian regarding the details of the medication. These statements are renewed annually. The unlicensed personnel who administer these medications are trained in the safe administration of the medication and to be alert for any adverse reactions. All such medications are kept securely locked up. Students who have written statements on file from both their health care provider and their parent/guardian to carry and self-administer an asthma inhaler or EpiPen may administer their own medications as needed. A signed statement is kept on file releasing school personnel and the school district of any civil liability in case of an adverse reaction. In addition, a signed release is kept on file giving the designated personnel liberty to consult with the

child's health care provider regarding the administration of said medication in school.

6. EpiPens: CAR will have on hand epinephrine auto injectors, also known as EpiPens, for the event of an unexpected life-threatening anaphylactic episode. One EpiPen and one EpiPen Jr. will be kept in each of the offices at 1031 and 1059 N. State St. One EpiPen and one EpiPen Jr to be kept in each of the Flower, Home Arts and Junior Buildings. The EpiPens will be prescribed by a physician and will be replaced when they expire. Designated faculty and staff will be trained in recognition of anaphylaxis, CPR, and in the safe administration of the EpiPen. EpiPen trainings will be repeated every year under the supervision of a Nurse. Emergency forms will include a section to sign giving the school permission to administer epinephrine in case of a life-threatening anaphylactic event. A report will be filled out after every incident and delivered to the prescribing physician and placed in the student's health chart.

7. Health Care Screenings: CAR will adhere to the provisions of Education Code Sections 49450-49456 with regard to physical exams of students in school. Employees may participate in the screenings upon request to their supervisor.

a. Vision—Qualified personnel screens all students in mandated grades annually for visual acuity, gross eye anomalies, visual performance and perception; and screens all male students for color vision. Referrals are made for students who do not pass the vision screening.

b. Hearing— All students in grades 5 and 8 are screened annually for hearing acuity. Referrals are made for those students who fail the initial screen or who are absent on the day of screening.

c. Scoliosis— Qualified personnel screens all 7th grade female students and all 8th grade male students annually for scoliosis; students who have waivers on file are not screened. Referrals are made for those students who register $\geq 10^\circ$ curvature on the scoliometer.

d. Physical examination—CAR adheres to the provisions of Health and Safety Codes 324.2, 325.5.

8. Emergency Preparedness--The School Safety Site Plan is maintained to comply with FEMA and OSHA recommendations, and will be submitted landholders as appropriate. These policies are maintained in consultation with the school's insurance carriers and at a minimum include:

a. Response to natural disasters and emergencies including fire, flood, earthquake, dirty bombs and toxic spills, siege, explosions, airplane disasters, and serious personal injuries

b. Training of personnel in first aid and emergency response and exposure/ handling of hazardous materials

c. Insuring the safety and limiting the liability for students, staff and volunteers for off campus events, and for persons coming to or leaving campus

d. Insuring safety and limiting liability for volunteers working on campus.

CAR shall adhere to an Emergency Preparedness Guideline drafted specifically to meet the needs of the school site. These policies are incorporated as appropriate into the school's student and staff handbooks and

will be reviewed on an ongoing basis in the school's staff development efforts. Any additional health and safety policies and procedures along with any revisions of existing policies and procedures shall be submitted annually to the District as part of the annual programmatic audit of the charter school.

9. Blood Borne Pathogens: CAR meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials on campus. A written "Exposure Control Plan" is in place, designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Faculty and staff must review and sign the policy annually. Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

10. Drug Free/Smoke Free Environment: In keeping with BP 401.10, CAR maintains a drug and alcohol and smoke free environment and adhere to the Code of Federal Regulations, Title 49, Parts 40 and 382

11. Bullying and Harassment Policies and Procedures: In keeping with BP 401.01 and 401.02 CAR is committed to providing a school that is free from sexual harassment, as well as any bullying and harassment based upon factors such as the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified by state or federal law, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. Misconduct of this nature is very serious and will be subject to disciplinary measures. Concerns about bullying, discrimination, or harassment will be addressed through the uniform complaint procedure adopted by CAR.

12. Field Trip Water Safety Policies: CAR does not permit field trips which include swimming, wading, and general exposure of students to bodies of water without prior approval of the CAR Board of Directors.

13. Suicide Prevention: CAR recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Principal or designee shall develop strategies for prevention, intervention, and postvention. The Principal or designee may involve health professionals, other school staff, parents/guardians, students, local health agencies, and community organizations in planning, implementing, and evaluating CAR's strategies for suicide prevention, intervention, and postvention. As appropriate, these strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students bereaved by suicide; students with disabilities, with mental health issues, or substance use disorders; students experiencing homelessness or who are in foster care; lesbian, gay, bisexual, transgender, or questioning youth. This policy shall be reviewed by the Board and updated as necessary annually.

Suicide prevention strategies may include, but not be limited to:

1. Staff training on suicide awareness and prevention for teachers and other school employees who interact with students. The training shall include:
 - a. Information on the higher risk of suicide among certain groups, including, but not limited to, students bereaved by suicide; students with disabilities, mental health issues, or substance use disorders; students experiencing homelessness or who are in foster care; lesbian, gay, bisexual, transgender, or questioning youth;
 - b. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental health issues, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors;
 - c. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent;
 - d. Community resources and services;
 - e. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed.
2. Efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by a caring staff and harmonious relationships among students.
3. Student identification cards shall include the National Suicide Prevention Lifeline telephone number, the National Domestic Violence Hotline number, and may also include the Crisis Text Line or other local crisis numbers.

Suicide intervention strategies may include, but not be limited to:

1. Students shall be encouraged to notify a teacher, principal, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
2. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Principal or designee. Every statement regarding suicidal intent shall be taken seriously. The Principal or designee shall then notify the student's parent/guardians if there is reasonable cause to believe that it is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others as soon as possible and may refer the student to mental health resources in the community. School employees shall only act within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental health issues unless they are specifically licensed and employed to do so.
3. The principal or designee shall document any suicide attempt or threat in writing, including the steps the school took in response.

Suicide postvention strategies may include, but not be limited to:

1. In the event that a student dies by suicide the Principal or designee shall communicate with the student's parents/guardians to offer condolences and assistance. In accordance with confidentiality of student record information, the

Principal or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

2. The Principal or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Principal or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from mental health professionals in determining how best to discuss the suicide or attempted suicide with students.
3. The school's response to media shall be handled by the Principal or designee and focus on the postvention plan and available resources.
4. After any suicide or attempted suicide by a student, the Principal or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Independent Living Skills Matrix

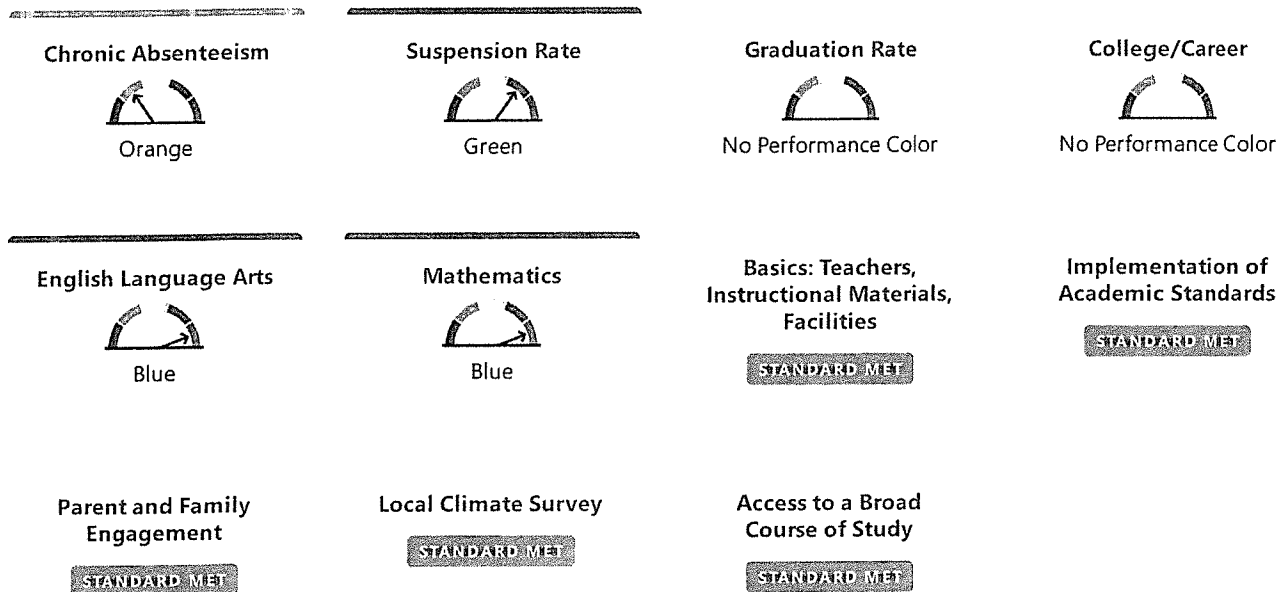
Grade	Career/College Preparation	Primary Areas of Emphasis	Quarterly Projects
7	Q1-4: Career & College Goal Setting Q1: College Visitation	Organization & Planning <ul style="list-style-type: none"> ● Binder, Backpack ● Computer Related (files, folders, drives) ● Time Mgmt./ Prioritizing 	Q1: Academic Schedule/ Weekly Assignment Log Q2: Binder Organization/ Weekly Assignment Log Q3: Computer File Folder Organization/ Weekly Assignment Log Q4: Leadership Project/ Weekly Assignment Log
8	Q1-4: Career & College Goal Setting Q1: College Visitation	Social Skills <ul style="list-style-type: none"> ● Social Etiquette ● Conflict Res/Anger Mgmt. ● Approaching Teachers ● Communication Skills & Leadership Dev. 	Q1: Etiquette Presentations Q2: Conflict Resolution Projects Q3: Communication Posters Q4: Leadership Essay
9	Q1-4: Career & College Goal Setting Q1: College Visitation	Physical Fitness & Safety <ul style="list-style-type: none"> ● Fitness Basics ● Fitness Testing ● Hygiene & Safety Habits 	Q1-4: TeenCERT Training Q2: Cardio-Vascular Data Log Q3: Fitness Journal Q4: First Aid Certification
10	Q1-4: Career & College Goal Setting Q1: College Visitation Q2: Career Presentation by nutrition prof. such as dietician	Nutrition/Health Habits <ul style="list-style-type: none"> ● Nutrition & Health Basics ● Diet's Role in Chronic Disease ● Stress Mgmt./Sleep needs ● Debunking Diet Fads and Health Product Scams (consumer ed.) 	Q1: Food Intake Log Q2: Family Health Histories Bogus Product Ads Q3: Build A Healthy Lunch Project Q4: Leadership Project
11	Q1-4: Career & College Goal Setting Q1: College Visitation Q3: College Presentations	Personal Finance/Community Service <ul style="list-style-type: none"> ● Budgeting ● Banking/ Investments ● Credit / Debt ● Community Needs and Contributions 	Q1: Career-based Budget Project Q2: Investments Project Q3: Community Service Project Q4: Community Service Project Q1-4: Buddy Program
12	Q1-4: Career & College Goal Setting	Transitions to Independence <ul style="list-style-type: none"> ● Communicating your Best Self ● Applications: College and Career 	Q1: College Admissions/ Scholarship Essay

Independent Living Skills Matrix

	<p>Q1-3: College and Scholarship Applications</p> <p>Q1: College Visitation</p> <p>Q2: FAFSA Submission</p> <p>Q3: Career Presentations</p> <p>Q4: Senior Seminars</p> <p>Q4: Career Bound</p>	<ul style="list-style-type: none"> ● College Finances ● FAFSA ● Household Maintenance ● Buddy Mentor Program ● Resumé Development 	<p>Q2: College Planning Packet or Application Submission</p> <p>Q3: Career Presentation</p> <p>Q4: Your Personal Resumé</p> <p>Q1-4: Buddy Program</p>
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Redwood Academy of Ukiah

Explore the performance of Redwood Academy of Ukiah under California's Accountability System.

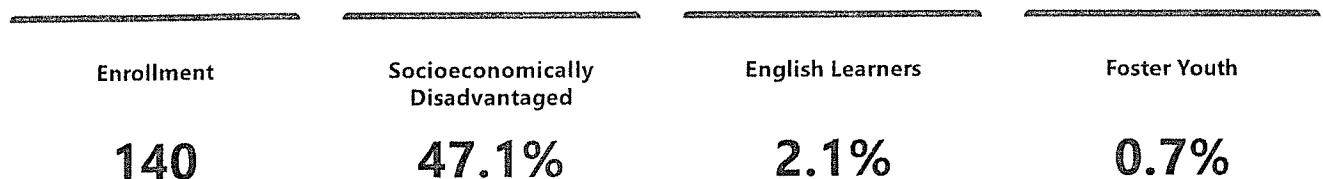


School Details

NAME Redwood Academy of Ukiah	ADDRESS 1059 North State Street Ukiah, CA 95482-3413	WEBSITE http://www.caredwoods...	GRADES SERVED 7-12
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Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



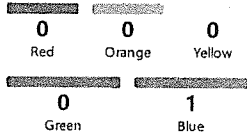
Blue

96.8 points above standard

Maintained 2.4 Points

EQUITY REPORT

Number of Student Groups in Each Color



[LEARN MORE](#)

Mathematics



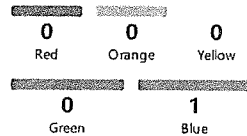
Blue

56.5 points above standard

Maintained 0.6 Points

EQUITY REPORT

Number of Student Groups in Each Color



[LEARN MORE](#)

College/Career



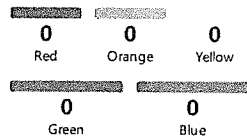
No Performance Color

100% prepared

Increased 10% ▲

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

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

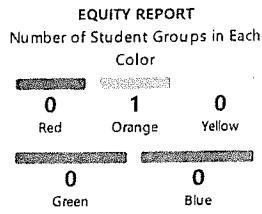
Chronic Absenteeism



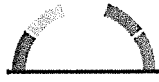
Orange

12.2% chronically absent

Increased 7.2% ▲



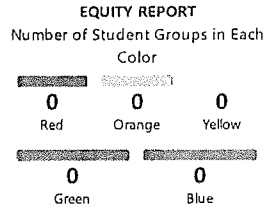
Graduation Rate



No Performance Color

100% graduated

Maintained 0%



Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD 113

REDWOOD ACADEMY OF UKIAH

Conditions & Climate

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

LEARN MORE

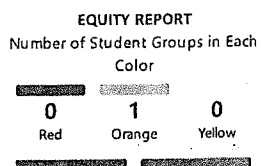
Suspension Rate



Green

1.3% suspended at least once

Declined 0.6% ▼



Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

**Parent and Family
Engagement**

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

96.8 points above standard

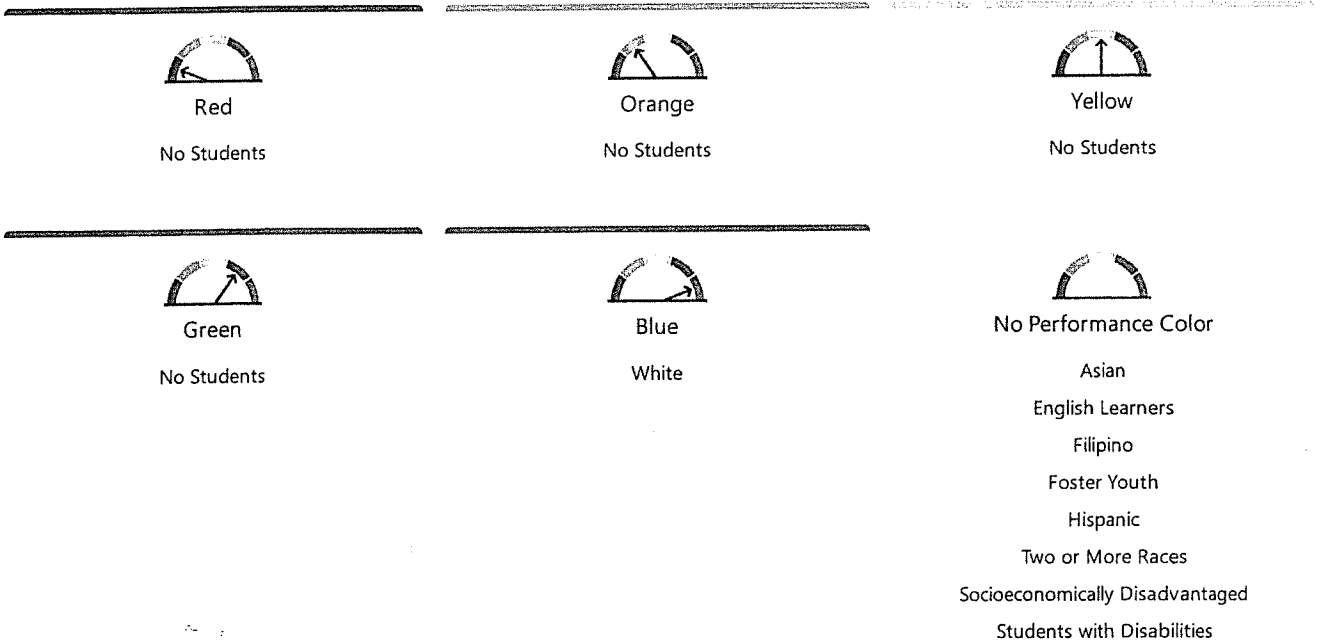
Maintained 2.4 Points


Number of Students: 65

Student Group Details


All Student Groups by Performance Level

1 Total Student Group



Asian

 No Performance Color

Less than 11 students - data not displayed for privacy
 Number of Students: 5


English Learners

 No Performance Color

Less than 11 students - data not displayed for privacy
 Number of Students: 5


Filipino

 No Performance Color


Less than 11 students - data not displayed for privacy
 Number of Students: 1

Foster Youth

 No Performance Color


Less than 11 students - data not displayed for privacy
 Number of Students: 1

Hispanic

 No Performance Color


44 points above standard
 Declined 17 Points ▼
 Number of Students: 13

Two or More Races

 No Performance Color


Less than 11 students - data not displayed for privacy
 Number of Students: 2

Socioeconomically Disadvantaged

 No Performance Color

89.9 points above standard
 Increased 11.2 Points ▲
 Number of Students: 35

Students with Disabilities

 No Performance Color

Less than 11 students - data not displayed for privacy
 Number of Students: 2

White

 Blue

104.8 points above standard
 Maintained 1.7 Points
 Number of Students: 44

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	94.4 points above standard	96.8 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

Reclassified English Learners

English Only

No Data
No Data
Number of Students: 2

No Data
No Data
Number of Students: 3

100.7 points above standard
Increased 6.6 Points ▲
Number of Students: 56

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



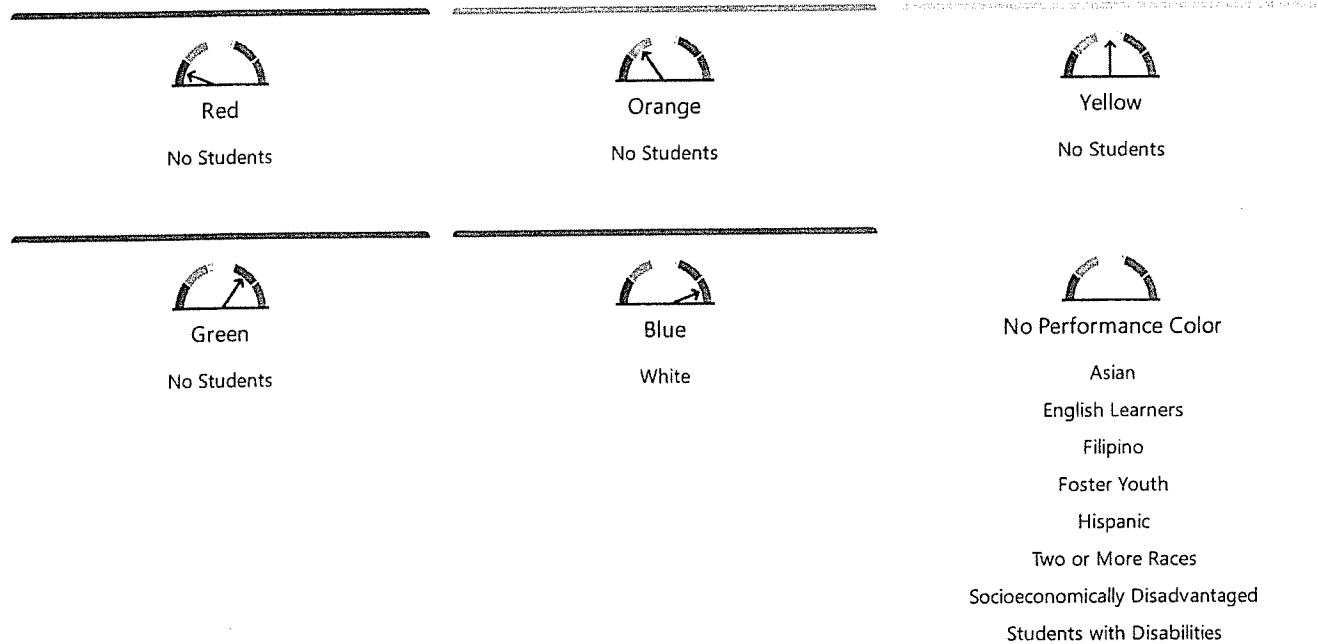
Blue


56.5 points above standard
Maintained 0.6 Points
Number of Students: 65

Student Group Details

All Student Groups by Performance Level


1 Total Student Group



Asian

 No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners

 No Performance Color

Less than 11 students - data not displayed for privacy


Number of Students: 5

Filipino

 No Performance Color


Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

 No Performance Color

Less than 11 students - data not displayed for privacy


Number of Students: 1

Hispanic

 No Performance Color

28.3 points below standard


Declined 33.4 Points ▼

Number of Students: 13

Two or More Races

 No Performance Color

Less than 11 students - data not displayed for privacy

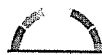
Number of Students: 2

Socioeconomically Disadvantaged

 No Performance Color

53.1 points above standard


Maintained -0.8 Points

Number of Students: 35

Students with Disabilities

 No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

 Blue

70.4 points above standard

Maintained -0.5 Points

Number of Students: 44

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

No Data

No Data

Number of Students: 2

Reclassified English Learners

No Data

No Data

Number of Students: 3

English Only

62.2 points above standard

Increased 10.5 Points ▲

Number of Students: 56

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students



No Performance Color

100% prepared

Increased 10% ▲

Number of Students: 13

Student Group Details

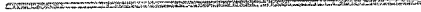
All Student Groups by Performance Level

0 Student Groups



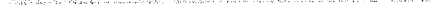
Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

Asian

Filipino

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

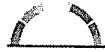


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Students with Disabilities

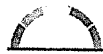


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

- 1 Beginning Development
- 2 Initial Implementation
- 3 Full Implementation
- 4 Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Instruction Manuals

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

| 1 Exploration And Research Phase

Physical Education Model Content Standards

| 3 Initial Implementation

World Language

| 5 Full Implementation And Sustainability

Health Education Content Standards

| 3 Initial Implementation

Visual and Performing Arts

| 5 Full Implementation And Sustainability

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

| 4 Full Implementation

Identifying the professional learning needs of individual teachers

| 4 Full Implementation

Providing support for teachers on the standards they have not yet mastered

| 3 Initial Implementation

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Orange

12.2% chronically absent

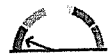
Increased 7.2% ▲

Number of Students: 49

Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

White



Yellow

No Students



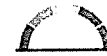
Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Students with Disabilities

English Learners

Filipino

Foster Youth

Hispanic

Homeless

Pacific Islander

Socioeconomically Disadvantaged

Two or More Races

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

African American

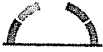


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

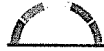


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander

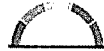


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Socioeconomically Disadvantaged



No Performance Color

12.5% chronically absent

Increased 8.9% ▲

Number of Students: 32

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

White



Orange

16.7% chronically absent

Increased 9% ▲

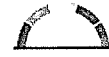
Number of Students: 30

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students



No Performance Color

100% graduated

Maintained 0%

Number of Students: 13

Student Group Details

All Student Groups by Performance Level

0 Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



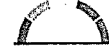
Green

No Students



Blue

No Students



No Performance Color

Asian

Filipino

Hispanic

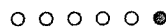
Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White



Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



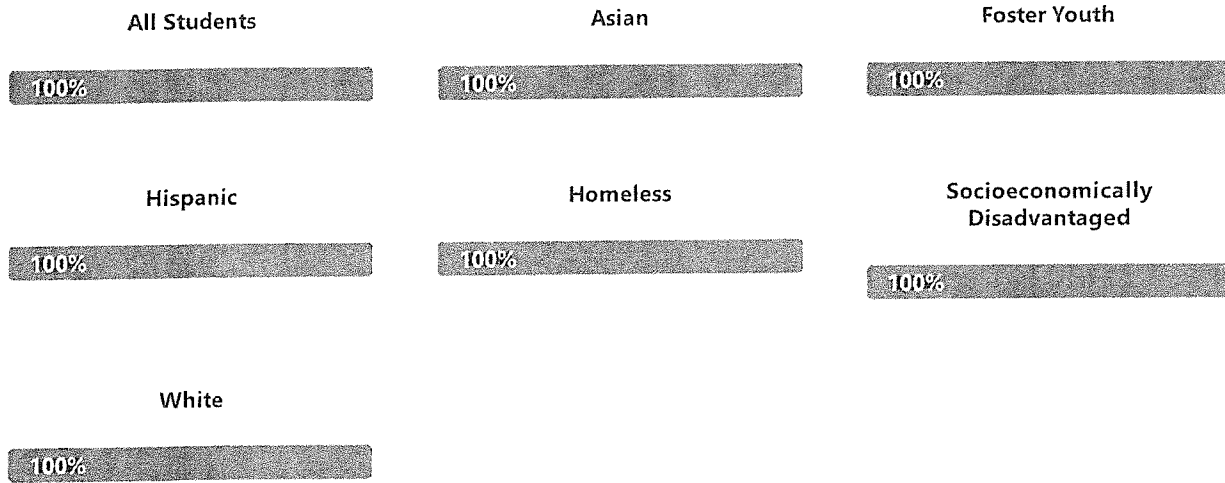
No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Five Year Graduation Rate

The percentage of students who entered 9th grade for the first time in the 2013-14 school year who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.



Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

We use Powerschool to track all student course enrollments and progress. By design, all students at Redwood Academy are enrolled in a broad course of study to meet the University of California's a-g requirements. By way of Powerschool, we track the percentage of all students who successfully complete this course of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

We are a small charter school with only one school site. As a result, there are no differences across school sites. Last year, 100% of seniors completed the UC a-g requirements. This is greater than the 84% of students the year prior. Over the last three years, Redwood Academy has increased its course options for juniors and seniors by way of its College Program whereby students can take concurrent enrollment courses at Mendocino College in addition to their classes at Redwood Academy. This program still allows students to meet the broad course of study dictated by the UC a-g requirements with greater variety in course options.

3. Identification of any barriers preventing access to a broad course of study for all students.

The greatest barrier to access is the school's small size whereby students who transfer in from other schools may not be able to get the

equivalent or subsequent coursework most appropriate in the grade at which they are enrolling.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

We will continue to monitor students' course enrollments and academic progress closely to ensure that students can successfully access all a-g requirements as well as benefit from a variety of local college courses to supplement their studies at Redwood Academy.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

1.3% suspended at least once

Declined 0.6% ▼

Number of Students: 149

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

No Students



Green

Socioeconomically Disadvantaged

White



Blue

No Students



No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



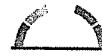
No Performance Color

0% suspended at least once

No Data

Number of Students: 11

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



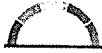
No Performance Color

0% suspended at least once

No Data

Number of Students: 16

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Hispanic



Orange

3.1% suspended at least once

Increased 3.1% ▲

Number of Students: 32

Socioeconomically Disadvantaged



Green

2.6% suspended at least once

Declined 0.3% ▼

Number of Students: 77

White



Green

1.2% suspended at least once

Declined 2.1% ▼

Number of Students: 86

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

According to the 2017-18 parent survey, 90% of parents feel they can talk to school staff about their needs and concerns, 100% feel that the school is a safe place, 100% are satisfied with how the school is managed, and 90% feel their child is successful and adequately preparing for college. Anecdotal data suggests that while staff is always friendly and available, parents would like more formal opportunities to interact with staff and would like to avoid the lines they waited in during the one open house night. One parent mentioned the need to increase parent attendance at the parent advisory meetings. A handful of parents also expressed the desire to see a heavier emphasis on the arts education, career education, and acquiring knowledge for knowledge sake. This survey data is related to Redwood Academy's LCAP goal to increase students' feelings of college readiness and personal success in addition to providing parent observations about school safety and climate.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

A survey is administered to students each spring. Quantitative questions parallel those on the parent survey. The survey fulfills the purpose of determining which school activities were seen by the students as needing improvement as well as determining how safe and comfortable students feel at school. Last year, student responses to survey questions varied. In response to the question about whether or not students felt safe at school, 91 percent of students responded that, yes, they felt safe and 9 percent answered with no. Additionally, 74 percent of student felt they could talk to staff about their needs, while 26 percent did not feel comfortable talking to staff about their needs. Within that 26 percent, many students noted that they did not feel comfortable opening up about their personal lives to teachers in general. Last year, in order to help get some baseline data for the school's LCAP goal regarding students viewing integrity, compassion, and effort as important measures of success, students answered yes or no to a question about whether or not they thought kindness and honesty were encouraged at school. 82 percent of students answered that, yes, they felt kindness and honesty were encouraged, while 18 percent answered no. The majority of students showed a positive attitude toward the school. Anecdotal information was also elicited to identify information about the student's relationship to staff and peers. As in years past, many of the students indicated that they thought the school was beneficial to them academically but that it would benefit from more fun activities. Some words students used to describe the school on their surveys included "safe haven," "stressful," "beneficial," "okay," "confusing," "superior," "weird," "authoritarian," "neat," "boring," "amazing," "hard working," "awesome," "great," "mild frustration," "supportive," and "challenging." There was one report of bullying on the student surveys.

This survey is an important metric for Redwood Academy's LCAP goal to creating a school climate that recognizes integrity, compassion, and effort in addition to providing direct observations about school safety and climate.

Accelerated Achievement Academy Charter School Annual Report for the School Year 2020-2021

Charter School Mission: Accelerated Achievement Academy's mission is to prepare students for a successful future in a safe, challenging, well-managed charter school.

A. Educational Program

1. Target School Population Served

- **Age range:** 8-19
- **Grade Levels:** 4-12
- **Number of Students:** 142
- **Description of students served:** AAA is designed for students in grades 4-12 who have struggled in school for one reason or another, and are in need of additional support or are interested in pursuing jobs associated with Career Technical education. These students represent a wide-range of ability levels and varying degrees of motivation; however, most students have the desire to do well, but lack the skills or work ethic to do so without additional support or intervention.

2. Attendance

- **Number of school days:** 175 days of in-person learning – some students returned to distance learning.
- **Instructional minutes by grade spans:** 57,055 minutes for grades 4 – 6, 63,250 minutes for grade 7, and 66,300 for grades 8 – 12.
- **Attendance requirements:** Students are required to attend school daily if attending in-person or attend live interaction daily.
- **Attendance expectations:** Students are expected to attend school every day for the entire day unless a special circumstance such as illness, unavoidable dental or medical needs, or a family emergency occurs. If a student is going to be late, parents are expected to notify us by 8:30 a.m. If a student is unable to attend, parents are expected to notify the office no later than 8:45 a.m. on the day involved. Independent study is an option for short-term absences such as those due to medical reasons or a family emergency. Unexcused tardies and absences may be subject to disciplinary action. Any student who is absent without a valid excuse for three or more days is considered truant.

During distance learning students' participation in both live interaction and work completion were tracked and reported. Students who did not adequately participate in distance learning were subjected to our reengagement plans culminating in truancy letters if the student did not improve.

- **Number of truant students:** 33

3. What it means to be an educated person in the 21st Century

- **List of academic skills and abilities:** The staff remains committed to the belief that an educated person has general academic skills and qualities including: the ability to use language to express individuality with precision and pride; drawing from the disciplines of mathematics and science to be a rational thinker; and has a sense of self from a cultural and historical context.

- **List of non-academic skills and abilities:** The educated person also has non-academic skills and qualities including: participates in the arts as a performer and critic; makes healthy choices for personal fitness from among competing demands; uses technology and artistic tools for personal expression; and has skills and attitudes in an area of personal interest and the motivation and tools to continue to learn.

4. Description of how learning best occurs

- **Summary of curriculum taught and how it was aligned to state standards:** In keeping with Accelerated Achievement Academy's mission to prepare students for a successful future, the academic curriculum design is based on the California State Board of Education-adopted standards. The non-academic curriculum design, taught in classes such as Life Skills, College/Career Seminar, and Child Development is also driven by the school's mission to prepare students for a successful future, by focusing on life after high school.
- **Instructional approaches and strategies used:** The staff continues to use integrated curriculum as an instructional approach. In all academic classes, the majority of instructional time includes large and small group direct instruction planned and conducted by certificated staff. All strategies presented in the plan for low achieving, high achieving, and English learners students are incorporated into the regular school day. Staff draws from current research to select and design promising practices.
- **Learning setting:** Classroom-based, however last year a small portion of our students participated solely in distance learning.
- **Support provided for students who are academically low achieving:** Accelerated Achievement Academy's primary population consists of students who struggle academically. The staff provides scaffolding for introduction to new curriculum. The school maintains smaller class sizes and employees support staff to provide extra one-on-one tutoring for struggling students. The school also provides a lunch tutorial for students falling behind. Additionally, the school provides after school tutorial four times a week for students in need of extra help or time. Each teacher provides an after school help hour for students to receive extra help from their specific teachers. Twice a year the staff offers Bonus Days where students can use the time to complete work or receive additional help. The school continues to support parent empowerment to help their struggling students by its use of an on-line student information system called PowerSchool® and maintaining procedural agreements regarding posting scores within two days for daily work and five days for major assignments. This program enables each student, parent, and staff person to access the student's grade status and attendance from any device with web access. As a result, struggling students are quickly identified and targeted for extra support in the form of tutoring and academic counseling by the school's Academic Services Coordinator. Additionally, struggling students are provided a supplemental summer session in which they can work on skill-building and credit recovery.

On average about 10 students took advantage of after school tutorial each semester. We had more students than normal participate in summer school with approximately 58 students attend on campus summer school.

- **Support provided for students who are academically high achieving:** At AAA, high achieving students are: encouraged to participate in extra credit and challenge activities designed to extend learning, enroll in courses at Mendocino College, and choose the early graduation path. Given the challenges of distance learning, students did not participate in college classes.
- **Instructional strategies used for special education students:** In 2021-2022, Accelerated Achievement Academy had a cumulative enrollment of 24 students enrolled in special education throughout the year. AAA insures compliance with all phases of special education including: referral, assessment and identification, and services to insure that federal IDEA mandates are followed. AAA provides a program that is designed to meet the student's unique educational needs, provides reasonable educational benefit, is in conformity with the student's IEP, and is the least restrictive environment. Strategies for academically low achieving students such as tutoring and extended day/year instruction described above will be included in this program of services. AAA had an agreement with the charter-authorizing agency's special education personnel to clearly delineate the charter school's roles and responsibilities for the operation of special education programs and establish the charter-authorizing agency as the LEA for special education purposes. AAA staff worked with the charter-authorizing agency staff to ensure the coordination of all phases of the IEP process (i.e., meeting notices, IEP development; implementation, and monitoring) for all students referred and/or identified for special education; and worked with agency staff to monitor IEPs for compliance as required to meet state mandates. AAA staff works with all families to identify the needs of exceptional students attending AAA. Using parent disclosure and review of the cumulative file by AAA staff, information about incoming previously identified students with IEPs will be forwarded to the agency's special education staff so that an educational plan may be implemented at AAA. AAA utilizes present levels of performance and IEP team goals as tools to apply the term "accelerated learning" individually to special education students. The strategies that AAA utilizes to serve a special education student includes but is not limited to the following: implementation of accommodations established by the IEP Team, skill-specific tutoring (provided by a resource specialist or through the general education providers as specified in the IEP), parent consultation and provision of resources for home use, increased use of on-line and other technological resources, and increased use of manipulatives. Finally, in keeping with IDEA's "child find" provision, students whose needs emerge after enrollment at AAA are referred to a Student Study Team (SST) for monitoring, accommodation, and follow-up. It is the goal of the SST to use general education modifications and accommodations. All parent requests for special education testing or placement will be forwarded to the special education staff as well as the information recorded by the SST regarding regular education efforts to address the student's needs.

Of the 24 Special Education students, 14 are still students at AAA in 2022-2023. Of the 14 students, 12 met all or some of their goals, 1 did not meet their goals and 1 student was in the initial year so the goals will be assessed at the first annual meeting. No students were exited from Special Education.

Beginning in the 2022-2023 school year, the charter-authorizing agency will remain the LEA for special education services, but will not provide the services. Instead, the

charter-authorizing agency will pass through special education funds to the charter school who will be responsible for providing the required special education services.

- **Instructional strategies used for English learners:** Accelerated Achievement Academy did administer the ELPAC to EL students in the Spring of 2022. At the time of CBEDs, AAA had 26 EL students, 2 IFEP students, and 16 RFEP students. AAA staff addressed the needs of EL students through a variety of strategies including: full immersion in large group direct academic instruction; ELD instruction in both the English class as well as in a small group pull-out program; SDAIE techniques are used, such as running dictation, reciprocal teaching, graphic organizers, and jigsaw teaching; after school tutoring with the teacher and/or aides; and summer session with a certificated teacher and highly qualified paraprofessionals.

5. Additional Requirements for Charter Schools Serving High School Students

- **How parents were informed about the transferability of courses to other public high schools:** Parents are informed about the transferability of courses at the mandatory orientation prior enrolling as well as by way of Accelerated Achievement Academy’s Student-Family Handbook. They are informed that Accelerated Achievement Academy is accredited by the Western Association of Schools and Colleges, and, as such, all credits are transferable.
- **How parents were informed about the eligibility of courses to meet college entrance requirements:** All parents and students are notified that Accelerated Achievement Academy courses do not meet the a-g requirements for college admission at the mandatory orientation they attend prior to enrolling.

B. Measurable Student Outcomes - “Exit Outcomes” or “Graduation Standards” (including Academic Performance Index and Adequately Yearly Progress school data)

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 12th grade. The specific diploma requirements are as follows:

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
Total	220 credits

Based on an analysis of last year’s achievement, the following school-wide goals guide the planning process. However, the data was impacted by distance learning and does not reflect normal performance on goals.

<u>Goal</u>	<u>2021-2022 Goal</u>	<u>2021-2022 Actual</u>	<u>2022-2023</u>
Attendance	92%	81.56%	92%
Dropout Rate	<5%	0%	<5%

Graduation Rate	>95%	100%	>95%
Unconditional Promotion Rate	>65%	55%	>65%
Retention Rate	<5%	0%	<5%
Expulsion Rate	<3%	0.6%**	<3%
Other CDE Dashboard State Indicators			
Chronic Absenteeism	19%	58%**	18%
Suspension Rate	13%	25%**	13%
College/CareerNA	NA*	65%	
English Learner Prog	NA	NA*	65%

*Percent as listed on the Dashboard. The most recent data posted on the Dashboard is 2019.

**Based on CALPADs data

Description of progress towards measurable student goals: In 2021-2022, Accelerated Achievement Academy did not meet some of its goals due in large part to the impact of COVID-19. All data is based on CALPADs data since the dashboard is not posted for 2021-2022. The school did not show better attendance than the previous year. This is in part attributed to COVID-19 absences. The school's unconditional promotion rate is lower than normal, 55%, due to the increased number of students who were unsuccessful on distance learning or chronically absent due to COVID-19. No students were retained. The College/Career EL progress indicators have not been posted to the dashboard.

C. The Method by Which Pupil Progress in Meeting the Pupil Outcomes Was Measured (including performance level data for the CAASPP, CELDT, and the Physical Fitness Test)

Student Outcomes	Standardized Test Benchmark	% Meeting Benchmark	Teacher Assessment Benchmark	% Meeting Benchmark
English: to use language to express individuality with precision and pride				
4/5-Lang. Arts 4/5 6-Lang. Arts 6 7-Lang. Arts 7 8-Lang. Arts 8	≥ Meeting Standard on CAASPP	37.7%	Grade of "DEV" or higher in class**	79.3%
9-English 9 10-English 10 11-English 11 12-English 12	≥ Level 4 on ELPAC (ELs only)	9.2%		
Mathematics: to demonstrate core mathematical skills necessary for a successful future				
4-Math 4 5-Math 5 6-Math 6 7-Math 7 8-Math 8 9-Intro to Integrated Math 10-Integrated Math I 11-Integrated Math II	≥ Meeting Standard on CAASPP	10.2%	Grade of "DEV" or higher in class	75 %
Social Studies: to have a sense of self from a cultural and historical context				
4/5-History 4/5 6-Ancient Civilizations	NA	NA	Grade of "DEV" or higher in class	80.1%

7-Medieval 8-Early U.S. 10-Mod. World 11-Mod. U.S. 12-Gov/Econ				
Science: to demonstrate science knowledge essential in understanding the world				
4/5-Integrated Science 4/5 6-Integrated Sci 6 7-Integrated Sci 7 8-Integrated Sci 8 9-Earth Science 10-Biology	≥ Meeting Standard on CAST	13.7%	Grade of "DEV" or higher in class	71.4%
Career Technical Education: to develop career based skills				
11/12 Child Development	NA	NA	Grade of "DEV" or "CR" or higher in class	87.8%
Independent Living: to develop skills related to healthy living, financial management, interpersonal relations, and job acquisition; explore career options; and identify post secondary educational options and financing.				
11/12 College/Career Seminar 12 Life Skills	NA	NA	Grade of "DEV" or "CR" or higher in class	77.7%
Foreign Language: to learn how to communicate in another language				
10 Introductory Spanish	NA	NA	Grade of "DEV" or higher in class	91.7%
Fitness: to make healthy choices for personal fitness from among competing demands				
7-8 Fitness 9 Fitness	≥ in HFZ 4 out of 6 categories on PFT (7s & 9s only)	NA	Grade of "DEV" in class	78.9%

** DEV means Developing. CR means Credit.

Description of how data was collected, analyzed and used to improve charter school program: Data was collected by way of the CAASPP and PowerSchool®. Teachers analyzed the data by looking at state test results in conjunction with student performance in their classes as well as STAR Reading and STAR math tests. Most teachers found that students performed as expected on the tests given distance learning.

Overall, Accelerated Achievement Academy students showed overall individual growth over their last available scores in 2021. 83% of students showed growth in ELA and 71% showed growth in math. However, it was clear that distance learning had a negative impact on their progress overall. The school continued the implementation of the Professional Learning Communities (PLC) aimed at continuous instructional improvement with CCSS that will result in increased student proficiency in ELA, mathematics, and NGSS.

D. Governance Structure of School Including, But Not Limited to, Parental Involvement

- 1. Role parents had in the governance and operation of the school (include data to document parental involvement):** Parent participation in the governance and operation of the school takes two primary forms: participating informally by way of parent surveys, Showcase, Parent Advisory Meetings, and volunteering to chaperone school trips and participating formally by serving on AAA's School Site Council or CAR's

Board of Directors. Parent Advisory Meetings were not attended by any AAA parents and there were no school events for parents to attend. The School Site Council included two parent members and our Board of Directors included three parents of current or former AAA students. The other board members have children at Redwood Academy. AAA had a much lower survey participation rate this year with only 15 responses. The surveys were distributed via email and text in the spring and utilized a Google form.

2. **Description of the governance structure and how often each entity met:** The Corporation, Charter Academy of the Redwoods, is a 501(3)(c) non-profit public benefit corporation and maintains adopted Corporate By-Laws filed with the Secretary of State in 1999. The By-Laws clearly define the role of Directors and Officers and distinguish between them and employee managers. The five-member Board of Directors fulfills the legally mandated duties for the Corporation and provides overall policy setting for both Redwood Academy and Accelerated Achievement Academy. At the annual organizational meeting, the Board elected Jay Joseph, who has one Redwood Academy student (formerly an SCA student) and one Redwood Academy graduate, as chairperson. Director Anne Ford, who has two Redwood Academy students, was elected to serve as the corporation's clerk. The Board held twelve meetings. All meetings were conducted according to the Brown Act with allowances provided in the Governor's executive order. The minutes are maintained in the corporate binder; agendas were posted at all Charter Academy school sites and on the Charter Academy webpage. UUSD Director of Alternative Education, Scott Paulin, also received agendas prior to the meeting and minutes following each meeting. Agendas and minutes are posted on the corporate web page. The School Site Council, an entity that governs at the school site level, includes parent members and met three times, once in October 2021, once in December 2021, and once in February 2022. In total, the elected Council is comprised of the school's Principal, two certificated staff members, one classified staff member, two parent members, and two student members. All School Site Council meetings focused on the school improvement cycle, which included looking at AAA's assessment data and revising and approving the Title I Parent Involvement Policy and the SPSA. It also reviews and provides feedback on the WASC action plan, the LCAP and Federal Addendum and any other plans required of the school. In addition, Accelerated Achievement Academy operates in keeping with a Memorandum of Understanding that is current and comprehensive. Staff maintained a document to monitor deadlines and adhere to each provision of the MOU. It is also integral to promoting communication with the district personnel in charge of oversight and the evaluation of the educational program in keeping with the matrix.
3. **Report on annual board training:** Two hours of board training were conducted during the 2021-2022 school year. . The first half hour of training presented in October by Co-Executive Director, Elna Gordon, was on the Brown Act and on AB 361; the next hour in January was a review of topics related to LCAP, LCFF, CAASPP, WASC, federal fund planning, fiscal cycle, budget process, and board duties/policies. Another half hour of training presented in June by the Corporate Officers, Elna Gordon, Selah Sawyer, and Jim Switzer, focused on the Local Indicators and the LCAP as well as provided the board updated information on the various restricted revenue streams.

4. Summary of major decisions/policies established by the charter school board during the year: Key decisions and policies made during 2020-21 include--

Governance

Approve revisions to Board Policy 303	8/31/21
Approve revisions to Board Policy 401.6	9/14/21
Approve annual report	10/12/21
Participate in training	10/12/21; 1/18/22;6/14/22
Elect Board directors	12/14/21
Elect Board chairperson and clerk	12/14/21
Approve board meeting dates	12/14/21
Approve School Accountability Report Card	1/18/22
Approve revisions to Board Policy 502.6	3/8/22
Approve name changes for 22-23	5/3/22
Approve revisions to Board Policy 101.1, 102.1, 502.3	6/14/22

Business

Approve unaudited actuals	9/14/21; 10/12/21
Approve and revise budgets/estimated actuals	10/12/21; 12/14/21; 3/8/22; 6/14/22
Approve projected ADA for 2020-2021	10/12/21
Approve 1 st Interim Report 2 nd Interim Report	12/14/21; 3/8/22
Accept the audit report from Robertson, and Associates	1/25/22
Approve Written Description of Internal Fiscal Management System and Calendar for Fiscal Services	5/3/22
Approve Educational Protection Account Expenditures	6/14/22

Educational

Approve ESSER III Plan	9/14/21
Approve Educator Effectiveness Plan	12/14/21
Approve Accelerated Achievement Academy's WASC Self-Study	12/14/21
Approve Redwood Academy's A-G Completion Improvement Grant Plan	3/8/22
Approve Local Control and Accountability Plan	6/14/22

Personnel

Approve changes to the salary schedule	9/14/21; 3/8/22, 5/3/22, 6/14/22
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5. **Summary data from the annual student/parent satisfaction survey:** The parent satisfaction survey was administered to parents in April in both English and Spanish. There was a increase in the number of parents who responded. Of the 51 responses representing more than 51 students due to siblings, the survey showed a generally higher level of satisfaction with the educational program and feelings of safety for their child while at school. Despite a difficult year of distance learning, parents were very satisfied with the program provided, the support given and the measure taken to keep students safe.

Do you feel your child was successful at school this year?	Yes	No
	93.3%	6.7%
Do you feel help is available to your child so they may be successful at school?	Yes	No
	100%	0%
Does your child seem happy at Accelerated?	Yes	No
	85.7%	14.3%
Do you feel that you can talk to staff at Accelerated about your child's needs?	Yes	No
	86.7%	13.3%
Does your child feel that they can talk to staff if they have a concern or question?	Yes	No
	80%	20%
As much as possible, do you feel that while at school your child is safe?	Yes	No
	92.9%	7.1%
Have you used PowerSchool to monitor your child's grades and work completion?	Yes	No
	46.7%	53.3%
Would you recommend A+ to another family?	Yes	No
	100%	0%

E. Qualifications to be Met by Individuals to be Employed by The School

1. **Key staff positions and qualifications required:** The school office was staffed by a principal, office manager, and academic services coordinator, with support from the chief fiscal officer, coordinator of technology, and clerks. Credentialed staff provides all core and some support classes. An instructional assistant supports study time classes. Teachers and principal are credentialed and hired based on a published flier and application that emphasizes appreciation of adolescents, expertise in subject matter, and pioneering spirit. All teachers assigned to teach core subject matter areas hold teaching credentials issued by the California Commission on Teacher Credentialing. The school employs teachers with subject matter authorization in every subject taught. The school did not hire any certificated staff during the 2021-2022 school year. Instructional Assistants and other classified staff are also hired based on an application process. Those classified staff serving in a position that provides instructional support must also meet NCLB requirements that require a minimum of two-years of post-secondary education or the successful completion of a local academic assessment.

2. **Number of certificated and classified staff members:** In 2021-2022, Accelerated Achievement Academy employed 13 classified staff members and 17 certificated staff members. Eleven of the classified staff members and 11 of the certificated staff members had assigned duties at Redwood Academy as well.
3. **Process used to monitor credential expiration dates:** The district is notified whenever personnel are hired or leave during the school year by way of a monthly employment report that tracks all changes in employment as well as credential and tuberculosis test expiration dates. This monthly report is monitored by the principal to ensure that teaching credentials are kept current.

F. Health and Safety Procedures

1. **Process used to attain criminal record summary for new employees:** Every new employee is fingerprinted with the school as the receiver of the criminal record summaries. In 2021-2022, no new employee had a disqualifying event.
2. **Process used to monitor employee TB clearance and expiration dates:** TB clearance and expiration dates are monitored by the chief fiscal officer by way of an excel spreadsheet. In addition, the district is notified whenever personnel are hired or leave during the school year by way of a monthly employment report that tracks all changes in employment as well as credential and tuberculosis test expiration dates. This monthly report is monitored by the principal who works in conjunction with the chief financial officer to ensure that TB tests are kept current.
3. **Description of health and safety procedures followed:**
 - a. **Seismic safety:** The School Safety Site Plan is maintained by Charter Academy of the Redwood's chief fiscal officer to comply with FEMA and OSHA recommendations. These policies are maintained in consultation with the school's insurance carriers and includes responses to natural disasters and emergencies including fire, flood, earthquake, dirty bombs and toxic spills, siege, explosions, airplane disasters, and serious personal injuries. Specific precautions taken to ensure seismic safety include monthly safety inspections and mitigation procedures for ensuring safety of students and staff. These are performed by the maintenance department and overseen by the Chief Financial Officer. These procedures include ensuring that all exits are free from obstruction, that all exits are well marked and evacuation maps are in place, and that all heavy furniture such as bookcases and file cabinets are well-secured by straps to the wall.
 - b. **Natural disasters and emergencies:** Charter Academy of the Redwood's Guide to School Safety Procedures are maintained by CAR's chief fiscal officer and reviewed by staff at the beginning of each year. The guide includes procedures for what to do in the event of an assault or fight, bomb threat, earthquake, fire, hostage taking, intruder, serious injury or death both at and outside of school, and weapons possession. Normally grades 4-6 would have monthly evacuation drills and grades 7-12 would have four evacuation drills during the year with a review of what behavior was expected and a review of the posted evacuation routes.

- c. Immunizations, health screenings, administration of medications: For those who need medication dispensed, Charter Academy of the Redwoods Corporate policy is followed which requires written authorization by the health care provider and a log of the time medication was given and by whom. All medications were locked up in a cabinet in the business office. CAR also adheres to the provisions of Education Code Sections 49450-49456 with regard to physical exams of students in school. However, students did not participate in the regular screenings due to distance learning. Normally, students in grades 5, 8 and 10 as well as any students new to American schools participate in vision screening. Students in grades 5, 8 and 10 also participated in hearing screening. Finally, CAR requires all enrolling students to provide documentation of immunization in accordance with the law, including immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and varicella. The immunization policy honors permanent medical exemptions for all students and personal belief exemptions filed before January 1, 2016 for all students except for those entering grade seven. Records of student immunizations were maintained in a separate health file for each student.
 - d. Tolerance for use of drugs and/or tobacco: Accelerated Achievement Academy maintains a drug and alcohol and smoke free environment.
 - e. Staff training on emergency and first aid response: All staff received access to blood-borne pathogen immunizations and training as well as training in emergency response, sexual harassment, mandated-reporting requirements, CPR, and fire extinguisher use. Two staff members have completed training to be able to provide training to students through the Community Emergency Teen Response (CERT) program and are qualified to train staff in CPR and First Aid.
 - f. Suicide Prevention: CAR recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, CAR has developed strategies for prevention, intervention, and postvention. CAR involved mental health professionals and community organizations in planning, implementing, and evaluating CAR's strategies for suicide prevention, intervention, and postvention. As appropriate, these strategies specifically address the needs of students who are at higher risk of suicide, including, but not limited to, students bereaved by suicide; students with disabilities, with mental health issues, or substance use disorders; students experiencing homelessness or who are in foster care; lesbian, gay, bisexual, transgender, or questioning youth. CAR's policy shall be reviewed by the Board and updated as necessary annually. As part of CAR's suicide prevention strategies, all staff complete suicide prevention training through LivingWorks, prior to the start of 2021-2022 school year.
4. **Description of any revisions to the charter school board adopted health and safety policies:** During 2021-22, CAR did not revise the health and safety policy. CAR initially adopted board policy, BP 506, outlining our health and safety procedures in 2011 and added policy specific to suicide prevention in 2018. In 2019 CAR revised the suicide prevention policy to address all components of AB 2246. (Appendix G).

5. **Description of suitability of facility in terms of educational utility:** Accelerated Achievement Academy maintained classrooms and office facility at 1031 N. State St., shared classrooms with Redwood Academy, and used the Home Arts and Flower Building on the fairgrounds for classes. Occupancy was well within established limits. Sufficient restrooms were provided and exits were adequate for traffic control. Temperature was easily controllable. All buildings suitably housed the variety of educational programs, technology, and administrative support needed. The Junior Building and Home Arts Buildings were used for lunch and school activities. Carl Purdy Hall and the Fine Arts Building were rented for special occasions such as Honors Assembly and the Promotion/ Graduation Ceremony to accommodate the size of the audience.

G. Means to Achieve a Racial and Ethnic Balance Reflective of Authorizing School District

1. **Specific practices/policies used to attract a diverse applicant pool/enrollment:** Accelerated Achievement Academy adheres to the goal of enrolling students who are representative of the adolescent population of the district. From participation at orientation, it was clear that word-of-mouth continued to be the school’s most effective means of outreach. The majority of outreach was done by current students and their families; this generated a large percentage of inquiries from parents who had heard about the school from a current or former student. However, the school does advertise in a variety of publications including Mendo Lake Family Life Magazine, the Ukiah Daily Journal, the city Recreational Guide, Al Punto, direct mailers and on MTA buses. Over the summer the school participated in the Kids Triathlon and the Redwood Empire Fair. In an effort to achieve a racial and ethnic balance reflective of the school district, Accelerated Achievement Academy provided Spanish-language orientations and registration materials. Spanish language services were provided to prospective parents by phone and in person; orientation and orientation hand-outs were provided in Spanish. These practices have resulted in a diverse population reflective of Ukiah Unified and the area at large.
2. **Data to document improvement in racial/ethnic balance:** AAA saw a decrease of approximately 4% in the white population and 2% in the Hispanic population over the previous year. The two or more races population increased by about 3% and the American Indian or Alaska Native population increased by a approximately 4%. There was a decrease of less than 1% in those not reported. All other populations remained unchanged. The changes reflect increase and decreases throughout the grades with no discernable pattern. (Appendix A)
3. **Table summary of charter school ethnic balance compared to the district reported in percentages for the prior school year:**

	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	Not Reported
Accelerated Achievement Academy	0%	8.3%	0%	0%	47%	0%	31.8%	10.6%	2.3%
School District	<1%	5.1%	<1%	<1%	54%	0%	34.1%	4.2%	<1%

H. Admissions Requirements

1. **Admission requirements and any preferences used:** The staff remains strongly committed to providing an educational opportunity consistent with the mission to every student-family who chose to enroll. All grade 4-12 students in the state of California are eligible to attend Accelerated Achievement Academy. In conformity with the requirements of Education Code section 47605, subdivision (d)(2)(B), admission preference "shall be extended to pupils currently attending the charter school and pupils who reside in the district."
2. **Admissions and enrollment process and timeline used, as well as procedures for public random drawings, if necessary:** The annual registration process includes allowing continuing students who wish to return to notify the school of that intent in early February. After that, the enrollment process for all new students begins. Windows are established for enrollment purposes. Last year, there were seven pre-school enrollment windows. The school closes classes to further enrollment at any point in which classes are determined to be full. The petitioners include information regarding enrollment procedures on the registration card and provide contact information through outreach activities such as advertisements and community bulletin boards. If more students choose to apply in any enrollment window than can be admitted, the following admission processes will be followed:
 - a. In the event that the number of students who wish to attend the school exceeds the school's capacity, a lottery system with a Table of Random Numbers is used to publicly determine those selected to attend after accommodating continuing CAR students.
 - b. In conformity with the requirements of Education Code section 47605, subdivision (d)(2)(B), admission preference "shall be extended to pupils currently attending the charter school and pupils who reside in the district."

This year we switched to an orientation packet that were provided to students and their parents that helped inform new families about expectations and requirements prior to the opening of the school year. Orientation packets were provided in both Spanish and English.

3. Number of students enrolled in each grade:

Grade	4	5	6	7	8	9	10	11	12
Number of Students	8	12	24	22	19	13	17	13	14

4. **Number of students on a waiting list for each grade:** Accelerated Achievement Academy did not have any students remain on the waiting list in the 2021-2022 school year.
5. **Number of students leaving the Charter School by grade level:** After CBEDS, over the remainder of 2021-2022 school year, saw the departure of two 4th grade students, two 5th grade students, five 6th grade students, five 7th grade students, eight 8th grade students, three 9th grade students, five 10th grade students, five 11th grade students, and one 12th grade student. Of those who left, two transferred to Pomolita, three transferred to Eagle Peak, two transferred to UISA, two transferred to Oak Manor, one transferred to Frank

Zeek, two transferred to Ukiah High, fourteen transferred out of the area, six transferred to other charter schools or homeschooling, one dropped out, and three were expelled.

I. Financial Audit

1. **Procedure used to select and retain independent auditor:** The Charter Academy of the Redwoods Treasurer will cause an annual financial audit of the charter school to be conducted by an independent auditor approved by the Board of Directors. In 2021-2022, The Board maintained its contract with the firm of Robertson and Associates, CPAs, to conduct the annual independent corporate audit.
2. **Qualifications required of the independent auditor:** The independent auditor must employ Generally Accepted Accounting Principles (GAAP), be familiar with California charter school law, and be experienced with educational finance.
3. **The manner in which the audit was conducted:** Audits are conducted according to standards applicable to governmental agencies and the state's audit guide standards applicable to charter schools. Audit reports will be completed and available for review at the school and submitted to the charter-authorizing agency Board of Trustees by the auditor. All financial records have been kept on the system supported by Mendocino County Office of Education including use of the Standardized Account Code Structure with attendance records kept by the school staff. The Academy has been able to use its own equipment to keep the financial records and used PowerSchool® for attendance records.
4. **Scope and timing of the audit, as well as required distribution of completed audit:** The audit visit for 2021-2022 was conducted the last week of June. The audit report is provided as soon as possible in keeping with the December 15th deadline to all mandated recipients including the Corporate Governing Board, the Governing Board of the charter-granting agency, Mendocino County Office of Education, and the state Controller's Office.
5. **Process used for resolving audit exceptions and deficiencies to the satisfaction of the authorizing school district:** The CAR Treasurer recognizes the need to ensure that any audit exceptions or deficiencies will be resolved as determined by state law and this charter and will ensure adherence to the charter-granting agency's expectations for timely compliance. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified by CAR to meet the auditor's specifications and such modifications will be sent to the charter-authorizing agency's Board of Trustees within six months of the auditor's report. Charter Academy of the Redwoods did have one audit finding for the audit report approved by the Board of Directors in the 2021-22 school year. The finding was specific to *Redwood Academy of Ukiah*, and did not impact *Accelerated Achievement Academy*.

J. Pupil Suspension and Expulsion

1. **Summary of process used to suspend or expel a student:** Accelerated Achievement Academy maintained a multi-step discipline program. The disciplinary process generally begins with a student being sent outside for a brief time-out and focus on the behavioral issue. Students committing an infraction that warranted a longer removal from class and a note in their behavior log were sent to the office for 10 minutes and spoke to office staff about their conduct. Students committing an infraction that warranted removal for the

period were removed from class for the remainder of the period and received detention. In some cases, those students may be suspended for the balance of the day. Beyond that students could be suspended for a complete day, in which case they were placed on Behavior Probation and denied privileges for the required time. Infractions were logged in PowerSchool®. Students who committed a serious infraction of the Discipline Code were considered for expulsion. In the event of a potential expulsion, a Hearing Panel was convened comprised of three staff members who rotated the responsibility with the principal present to provide continuity. The Panel was charged with providing due process, finding the truth of the situation, identifying the student's needs, and balancing that with the school and student body's needs, school policy, and applicable law. Parents were informed of the hearing in advance and encouraged to participate which in all cases they did. The charter-granting agency was also informed of the outcome when the student was expelled. The staff provided information about expulsions to the UUSD administrative consultant. In the event that a Special Education student does commit a serious infraction that warrants consideration for expulsion, a manifestation determination conducted by resource staff would take place to determine whether or not a Hearing Panel should be convened.

2. **Number of suspensions:** 60

3. **Number of expulsions:** 3

K. Staff Retirement Systems

1. **Certificated:** CalSTRS

2. **Classified:** CalPERS

L. Attendance Alternatives

1. **Process used to inform students of their rights to attend other schools or pursue an inter-district transfer:** Attendance at Accelerated Achievement Academy is entirely voluntary on the part of the students who enroll. Students who opt not to attend the charter school may attend other schools in the district in which the charter school is located or may pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. AAA also recognizes that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. Accelerated Achievement Academy students and their families are informed of all this by way of the Student~Family Handbook.

M. Description of Employee Rights

1. **Employee benefits and compensation:** Full-time employees of Charter Academy of the Redwoods receive medical/dental/vision benefits and retirement benefits. Part-time employees who work over 50% are eligible for medical benefits through a cost-sharing plan, though benefits may be waived. A full-time employee may earn 80 hours of Sick Leave per fiscal year and may accumulate the unused balance of sick leave. Part-time classified employees may earn 24 hours of sick leave per fiscal year, and part-time certificated or exempt employees earn sick leave on a pro-rated basis. In 2021-2022, Corporate

Management salaries ranged from \$69,987 to \$87,918. Classified Coordinator salaries ranged from \$45,667 to \$63,509. CAR also compensated other classified staff at hourly rates that ranged from \$18.44 to \$27.31. Certificated salaries ranged from \$45,754 to \$76,783, and part-time hourly certificated staff were compensated at an hourly rate of \$30.10.

2. **Employee rights, including tenure:** Charter Academy of the Redwoods is an at-will employer. CAR employees do not have any rights of return to UUSD.

N. Dispute Resolution Process

To resolve internal disputes, AAA maintains a Uniform Complaint Procedure that is provided to the district each August. As outlined in the Charter Petition, external disputes between AAA and UUSD shall be resolved pursuant to the dispute resolution language contained in the MOU.

1. **Number of dispute resolutions during the year**
 - a. Internal: 0
 - b. External: 0
2. **Number of claims or lawsuits and any disposition of such claims or lawsuits: 0**

O. Labor Relations

1. Charter Academy of the Redwoods is the exclusive public school employer for Educational Employment Relations Act purposes.

P. Closure of Charter School

1. **Outline of the process to be used if the charter school closes:** The Board of Directors has a procedure for closing the school outlined below. The procedure was adopted when the charter was renewed and it is not expected to be used. It provides for the allocation of all assets by the Board.

In the event AAA closes, CAR will document and affect its closure by official action of the Board of Directors of Charter Academy of the Redwoods whose responsibility is to make such a decision at a publicly noticed meeting. The agenda item will include the reason for the school's closure, the anticipated date of the closure, and the name of the person responsible for closure-related activities. Notice shall be provided to the District at least three days in advance of a closure issue being presented to CAR's Board. AAA will provide written notice to the charter-authorizing agency, the county office of education, the retirement systems in which the school's employees participate, the California Department of Education, and AAA students and parents of the official action and the effective date of the school closure; notice will be provided within seven days of the Board's decision. This notice will also include the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' school districts of residence, and the manner in which parent/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parent/guardians and students of AAA of the closure provides information to assist parents and students in locating suitable alternative educational programs. This notice will be provided promptly following the Board's decision to close the school. The Board will also develop a list of students in each grade level and the classes they have completed, together with information on the pupil's districts of residence, which they will provide to the entity responsible for closure-related activities.

The school will complete and file any annual reports required pursuant to Education Code section 47604.33

Given that a non-profit corporation operates the school, should the corporation dissolve with the closure of the school, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

AAA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified in this section.

2. **Process to include a final audit of the charter school:** The CAR Treasurer will prepare final AAA financial records and will commission an independent audit by a qualified Certified Public Accountant paid for by AAA to determine the disposition of all assets and liabilities of AAA. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to AAA. The results of the audit will be forwarded to the charter-authorizing agency upon completion.
3. **Specific plans for disposition of all net assets and liabilities, as well as for the maintenance and transfer of pupil records:** In the event of the school's closure, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property, and all accrued ADA apportionments and other revenue generated by students attending AAA will remain the sole property of CAR subject to all audited and verifiable claims documented in the final audit as provided herein. In the event that the charter school is dissolved, all such property will be distributed as CAR will determine in accordance with state statutes governing nonprofit public benefit entities and with priority that such assets be distributed first to other CAR schools and then to other public schools as determined by the Board as potential beneficiaries of public assets including the potential for residual assets of the school to accrue to the benefit of UUSD. In the case of the dissolution of CAR, any funds remaining after completion of a final audit will be dispersed by the final action of the CAR board to legally eligible public agencies. Any assets acquired from the district or district property will be promptly returned upon school closure to the district. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

In the event of the school's closure, the school shall remain solely responsible for all liabilities arising from the operation of the school.

As applicable and consistent with statute, AAA will provide parents, students, and/or the charter-authorizing agency or subsequently selected school(s) with all appropriate student records and will otherwise assist students in transferring to their next school(s). All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. §1232g. The school will ask the district to store original records of AAA students. If the district will not or cannot store the records, the school will work with the county office of education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

APPENDIX

Document

2021-2022 School Enrollment by Ethnicity	A
2021-2022 School Dashboard Report	B
2018-19 ELPAC Summary Report	C
2018-19 CAST Results Report	D
2018-19 PFT Summary Report	E
2018-19 CAASPP Results Report	F
Board Policy 506	G

Note: Appendix C-F are the most current available data through state reporting. In the electronic version of this document, appendix items are in separate documents to accommodate downloading these large files.

2021-22 Enrollment by Ethnicity

Accelerated Achievement Academy Report (23-65615-2330454)

[+ Report Description](#)

[+ Report Options and Filters](#)

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Accelerated Achievement Academy</u>	132	0.0%	8.3%	0.0%	0.0%	47.0%	0.0%	31.8%	10.6%	2.3%

Report Totals

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Accelerated Achievement Academy</u>	132	0.0%	8.3%	0.0%	0.0%	47.0%	0.0%	31.8%	10.6%	2.3%
<u>Ukiah Unified</u>	6,552	0.6%	5.1%	0.9%	0.5%	54.0%	0.0%	34.1%	4.2%	0.5%
<u>Mendocino County</u>	12,818	0.6%	6.3%	0.8%	0.3%	46.7%	0.1%	37.5%	4.1%	3.7%
<u>Statewide</u>	5,892,240	5.1%	0.5%	9.5%	2.3%	55.9%	0.4%	21.1%	4.3%	1.0%

SCHOOL PERFORMANCE OVERVIEW

Accelerated Achievement Academy

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting and the COVID-19 Accountability FAQs.

Basics: Teachers,
Instructional Materials,
Facilities

Implementation of
Academic Standards

Parent and Family
Engagement

Local Climate Survey

Access to a Broad
Course of Study

School Details

NAME Accelerated Achievement Academy	ADDRESS 1031 North State Street Ukiah, CA 95482-3413	WEBSITE http://www.caredwoods...	GRADES SERVED 4-12
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

ACCELERATED ACHIEVEMENT ACADEMY

Student Population

Explore information about this school's student population.



144 **Disadvantaged** 85.4% 17.4% 4.2%

ACCELERATED ACHIEVEMENT ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

ACCELERATED ACHIEVEMENT ACADEMY

Academic Engagement

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

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

ACCELERATED ACHIEVEMENT ACADEMY

Conditions & Climate

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

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

[LEARN MORE](#)

Parent and Family Engagement

[LEARN MORE](#)

Local Climate Survey

Summative ELPAC

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[State Level Grade Reports](#)

[Research Files](#)

Test Results at a Glance

Type a School, District, County, ZIP, CDS Code

School: Accelerated Achievement Academy

CDS Code: 23-65615-2330454 | County: Mendocino | District: Accelerated Achievement Academy

Report Options

Year:

2018-19 ▾

Grade:

All Grades ▾

Student Group:

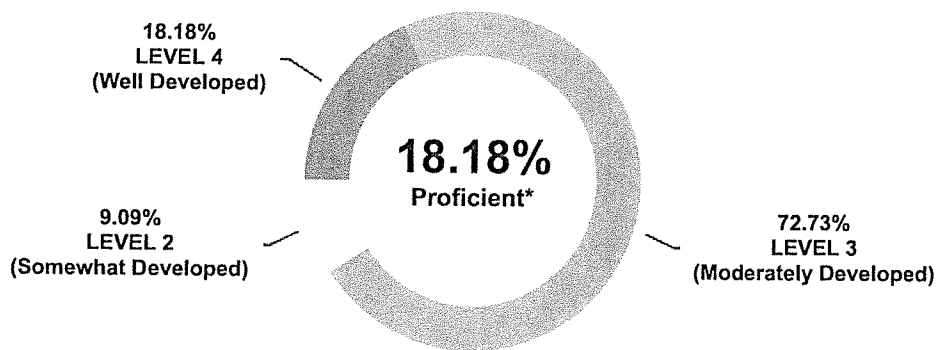
All Students (Default) ▾

[Apply Filters](#)

[Clear Filters](#)

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



LEVEL 1 (Minimally Developed) is 0.00%

*The State Board of Education approved the use of the ELPAC Overall Performance Level 4 as one of the proficiency criteria for reclassification.

ADD TO COMPARE





California Assessment of Student Performance and Progress



Home About Assessments Additional Resources News Releases Contact

Science

California Science Test (CAST)

View Test Results Search / Compare Results Understanding Results Performance Charts Research Files

< Back to Test Results at a Glance

Print Test Results | Get Research Files

Detailed Test Results for: School: Accelerated Achievement Academy

CDS Code: 23-65615-2330454 | County: Mendocino | District: Accelerated Achievement Academy

Report Options

Year: 2018-19 Student Group: All Students (Default) School Type: All Schools

Apply Selections

PLEASE NOTE: Caution should be used in interpreting overall achievement level percentages for a school or district. The proportion of students in each grade can cause variation in the meaning of the achievement level percentages. The achievement level percentages in one grade from one school or district may be compared with the achievement level percentages in that same grade from another school or district.

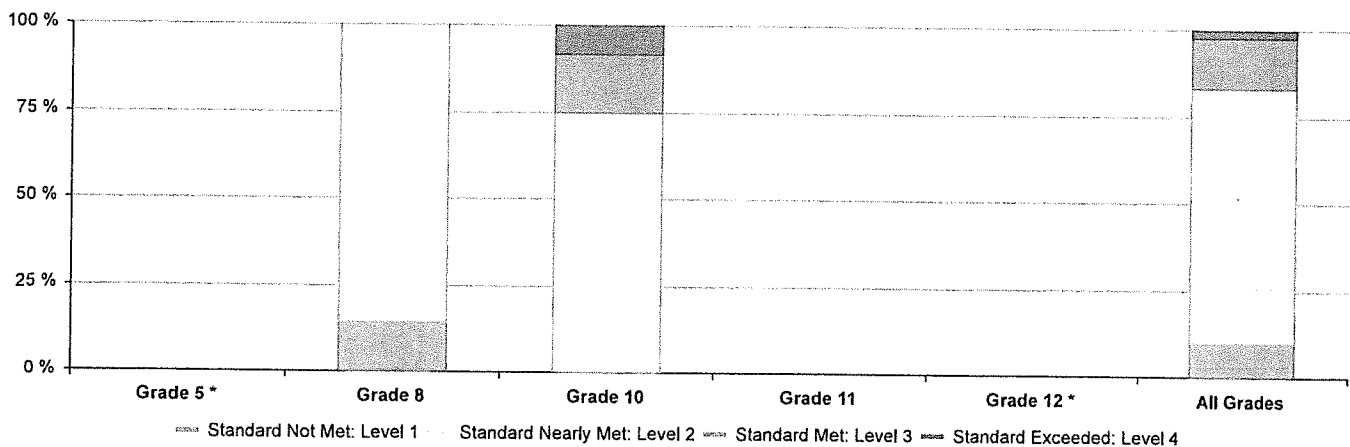
To learn more about the results displayed below, please visit the Understanding Results page.

2018-19 Detailed Test Results Results for All Students

SCIENCE

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

'N/A' will be displayed instead of a number on test results where no data is found for the specific report.

Science Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
# of Students Enrolled ⁽¹⁾	7	14	12	N/A	11	44
# of Students Tested ⁽²⁾	6	14	12	N/A	10	42
# of Students with Scores ⁽³⁾	6	14	12	N/A	10	42
Mean Scale Score	*	392.0	606.2	N/A	*	N/A
Standard Exceeded: Level 4 ⁽⁴⁾	*	0.00 %	8.33 %	N/A	*	2.38 %
Standard Met: Level 3 ⁽⁵⁾	*	0.00 %	16.67 %	N/A	*	14.29 %
Standard Nearly Met: Level 2 ⁽⁶⁾	*	85.71 %	75.00 %	N/A	*	73.81 %
Standard Not Met: Level 1 ⁽⁷⁾	*	14.29 %	0.00 %	N/A	*	9.52 %

Science Scale Score Ranges

Domains

Domain Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the domain level percentages may not add to 100% due to rounding.

LIFE SCIENCES: Focusing on structures and processes in living things, ecosystems, heredity and biological evolution

Area Performance Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
Above Standard ⁽¹⁾	*	0.00 %	25.00 %	N/A	*	9.52 %
Near Standard ⁽²⁾	*	57.14 %	58.33 %	N/A	*	54.76 %
Below Standard ⁽³⁾	*	42.86 %	16.67 %	N/A	*	35.71 %

PHYSICAL SCIENCES: Focusing on matter and its interactions, motion and stability, energy, and waves and their applications

Area Performance Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
Above Standard ⁽¹⁾	*	0.00 %	8.33 %	N/A	*	4.76 %
Near Standard ⁽²⁾	*	42.86 %	41.67 %	N/A	*	45.24 %
Below Standard ⁽³⁾	*	57.14 %	50.00 %	N/A	*	50.00 %

EARTH AND SPACE SCIENCES: Focusing on Earth's place in the universe, Earth's systems, and Earth and human activity

Area Performance Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
Above Standard ⁽⁴⁾	*	7.14 %	8.33 %	N/A	*	4.76 %
Near Standard ⁽⁴⁾	*	35.71 %	83.33 %	N/A	*	59.52 %
Below Standard ⁽⁴⁾	*	57.14 %	8.33 %	N/A	*	35.71 %

Science Area Achievement Level Descriptors



California Department of
EDUCATION



[CDE Home](#) » [DataQuest](#) » [Report Results](#)

Physical Fitness Test

Report: --- Select another report here ---

California Department of Education
Statewide Assessment Division
Prepared: 10/7/2020 1:08:20 PM



State: [California](#)
County: [Mendocino](#)
District: [Accelerated Achievement Academy](#)
School: Accelerated Achievement Academy

2018-19 California Physical Fitness Report Overall - Meeting Healthy Fitness Zone¹ Summary of Results Accelerated Achievement Academy

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Number in Grade 5	Percent in Grade 5	Cumulative Percent in Grade 5 ³	Number in Grade 7	Percent in Grade 7	Cumulative Percent in Grade 7 ³	Number in Grade 9	Percent in Grade 9	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	0	**	**	1	4.3	4.3	0	0.0	0.0
5 of 6 fitness standards	1	**	**	1	4.3	8.6	1	8.3	8.3
4 of 6 fitness standards	1	**	**	2	8.7	17.3	4	33.3	41.6
3 of 6 fitness standards	0	**	**	6	26.1	43.4	1	8.3	49.9
2 of 6 fitness standards	2	**	**	6	26.1	69.5	3	25.0	74.9
1 of 6 fitness standards	2	**	**	5	21.7	91.2	2	16.7	91.6
0 of 6 fitness standards	0	**	**	2	8.7	99.9	1	8.3	99.9
Total tested ²	6	**	N/A	23	100.0	N/A	12	100.0	N/A

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute

² Includes partially tested students

³ Column percents may not add up to 100 percent due to rounding

** To protect confidentiality scores are not shown when the number of students tested is 10 or less

N/A Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and

10/7/2020

Physical Fitness Test Results (CA Dept of Education)

published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

Questions: High School and Physical Fitness Assessment Office | pft@cde.ca.gov | 916-445-9449

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Appendix F

Test Results at a Glance

Type a School, District, County, ZIP, CDS Code

School: Accelerated Achievement Academy

CDS Code: 23-65615-2330454 | County: Mendocino | District: Accelerated Achievement Academy

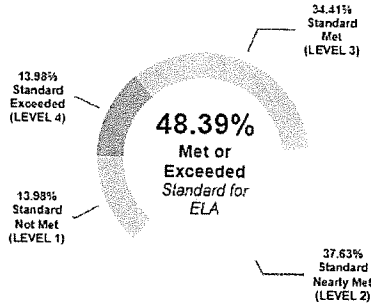
Report Options

Year: 2018-19 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools

[Apply Filters](#) [Clear Filters](#)

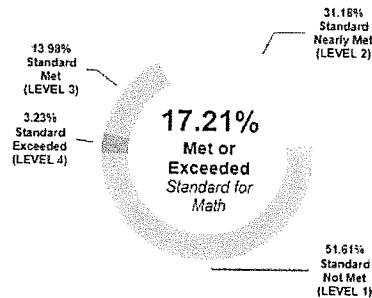
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

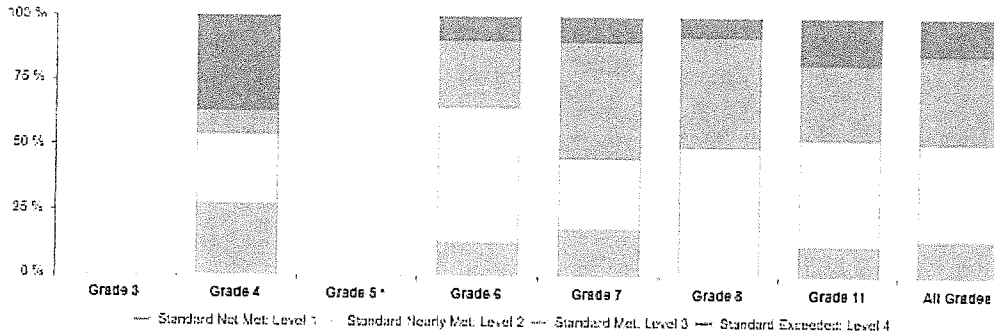


[VIEW DETAILED TEST RESULTS](#)

- [ADD TO COMPARE](#) →
Add this test result to comparison and find other results to compare it to.
- [SCHOOL-DISTRICT-STATE COMPARISON](#) →
Search for a school to compare its results to the district and state.
- [CHANGE OVER TIME](#) →
View how a group/cohort of students has progressed.
- [RESEARCH FILES](#) →
Get files for complex analyses and customized reporting.

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



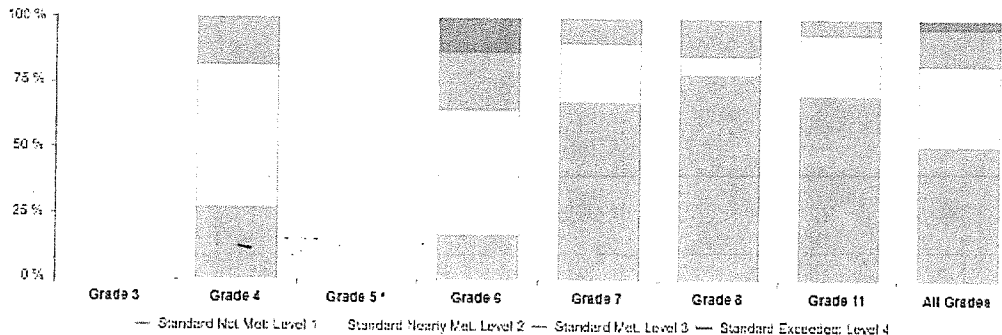
In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

► [Data Detail - All Students \(accessible data\)](#)

MATHEMATICS

Achievement Level Distribution



506 **Health and Safety** *rev. 1/26/16, 1/24/17, 10/17/17, 10/16/18, 5/5/20*

506.1 Charter Academy of the Redwoods implements a comprehensive set of health, safety, and risk management policies. An onsite designee shall oversee proper reporting procedures for all safety issues, injuries or other health and safety related occurrences in a manner consistent with the Family Education Rights and Privacy Act (FERPA). Information about health and safety matters will be provided to each employee upon hire.

1. **Procedures for Background Checks:** In keeping with BP 401.15, CAR will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services, or any unsupervised contact with pupils of Charter Academy of the Redwoods. Each employee of the school will be fingerprinted and furnish the school with a criminal record summary; each volunteer in the classroom and each volunteer who accompanies students on overnight field trips, or field trips more than 150 miles from the school, will be fingerprinted and furnish CAR with a criminal record summary. The administrator or designee shall monitor compliance with this policy and report any exceptions to the President and UUSD.
2. **Role of Staff as Mandated Child Abuse Reporters:** All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, following the same policies and procedures used by the UUSD.
3. **Tuberculosis Testing:** CAR will follow the requirement of Education Code Section 49406 in requiring evidence of current tuberculosis clearance for all employees prior to beginning employment. The administrator or designee shall monitor compliance with this policy and report any exceptions to the President and UUSD.
4. **Immunizations:** CAR will adhere to all legally required immunization laws or entering students pursuant to Health and Safety Code Section 120325-120375 and Title 17, California Code of Regulations Section 6000-6075. CAR requires all enrolling students to provide documentation of immunization in accord with the law, including immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and varicella, as described in the Department of Health Services Document IMM-231. The immunization policy honors permanent medical exemptions for all students and personal belief exemptions filed before January 1, 2016 for all students except for those entering grade seven. Records of student immunizations are maintained in a separate health file for each student.
5. **Medication in School:** CAR will adhere to the provisions of Education Code Section 49423 regarding the administration of medication in school. Any student requiring the administration of medication in school has on file written statements from both the child's health care provider and from the parent/guardian regarding the details of the medication. These statements are renewed annually. The unlicensed personnel who administer these medications are trained in the safe administration of the medication and to be alert for any adverse reactions. All such medications are kept securely locked up. Students who have written statements on file from both their health care provider and their parent/guardian to carry and self-administer an asthma inhaler or EpiPen may administer their own medications as needed. A signed statement is kept on file releasing school personnel and the school district of any civil liability in case of an adverse reaction. In addition, a signed release is kept on file giving the designated personnel liberty to consult with the

Appendix G

child's health care provider regarding the administration of said medication in school.

6. EpiPens: CAR will have on hand epinephrine auto injectors, also known as EpiPens, for the event of an unexpected life-threatening anaphylactic episode. One EpiPen and one EpiPen Jr. will be kept in each of the offices at 1031 and 1059 N. State St. One EpiPen and one EpiPen Jr. to be kept in each of the Flower, Home Arts and Junior Buildings. The EpiPens will be prescribed by a physician and will be replaced when they expire. Designated faculty and staff will be trained in recognition of anaphylaxis, CPR, and in the safe administration of the EpiPen. EpiPen trainings will be repeated every year under the supervision of a Nurse. Emergency forms will include a section to sign giving the school permission to administer epinephrine in case of a life-threatening anaphylactic event. A report will be filled out after every incident and delivered to the prescribing physician and placed in the student's health chart.

7. Health Care Screenings: CAR will adhere to the provisions of Education Code Sections 49450-49456 with regard to physical exams of students in school. Employees may participate in the screenings upon request to their supervisor.

a. Vision—Qualified personnel screens all students in mandated grades annually for visual acuity, gross eye anomalies, visual performance and perception; and screens all male students for color vision. Referrals are made for students who do not pass the vision screening.

b. Hearing— All students in grades 5 and 8 are screened annually for hearing acuity. Referrals are made for those students who fail the initial screen or who are absent on the day of screening.

c. Scoliosis— Qualified personnel screens all 7th grade female students and all 8th grade male students annually for scoliosis; students who have waivers on file are not screened. Referrals are made for those students who register $\geq 10^\circ$ curvature on the scoliometer.

d. Physical examination—CAR adheres to the provisions of Health and Safety Codes 324.2, 325.5.

8. Emergency Preparedness--The School Safety Site Plan is maintained to comply with FEMA and OSHA recommendations, and will be submitted landholders as appropriate. These policies are maintained in consultation with the school's insurance carriers and at a minimum include:

a. Response to natural disasters and emergencies including fire, flood, earthquake, dirty bombs and toxic spills, siege, explosions, airplane disasters, and serious personal injuries

b. Training of personnel in first aid and emergency response and exposure/ handling of hazardous materials

c. Insuring the safety and limiting the liability for students, staff and volunteers for off campus events, and for persons coming to or leaving campus

d. Insuring safety and limiting liability for volunteers working on campus.

CAR shall adhere to an Emergency Preparedness Guideline drafted specifically to meet the needs of the school site. These policies are incorporated as appropriate into the school's student and staff handbooks and

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will be reviewed on an ongoing basis in the school's staff development efforts. Any additional health and safety policies and procedures along with any revisions of existing policies and procedures shall be submitted annually to the District as part of the annual programmatic audit of the charter school.

9. **Blood Borne Pathogens:** CAR meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials on campus. A written "Exposure Control Plan" is in place, designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Faculty and staff must review and sign the policy annually. Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

10. **Drug Free/Smoke Free Environment:** In keeping with BP 401.10, CAR maintains a drug and alcohol and smoke free environment and adhere to the Code of Federal Regulations, Title 49, Parts 40 and 382

11. **Bullying and Harassment Policies and Procedures:** In keeping with BP 401.01 and 401.02 CAR is committed to providing a school that is free from sexual harassment, as well as any bullying and harassment based upon factors such as the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified by state or federal law, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. Misconduct of this nature is very serious and will be subject to disciplinary measures. Concerns about bullying, discrimination, or harassment will be addressed through the uniform complaint procedure adopted by CAR.

12. **Field Trip Water Safety Policies:** CAR does not permit field trips which include swimming, wading, and general exposure of students to bodies of water without prior approval of the CAR Board of Directors.

13. **Suicide Prevention:** CAR recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Principal or designee shall develop strategies for prevention, intervention, and postvention. The Principal or designee may involve health professionals, other school staff, parents/guardians, students, local health agencies, and community organizations in planning, implementing, and evaluating CAR's strategies for suicide prevention, intervention, and postvention. As appropriate, these strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students bereaved by suicide; students with disabilities, with mental health issues, or substance use disorders; students experiencing homelessness or who are in foster care; lesbian, gay, bisexual, transgender, or questioning youth. This policy shall be reviewed by the Board and updated as necessary annually.

Suicide prevention strategies may include, but not be limited to:

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1. Staff training on suicide awareness and prevention for teachers and other school employees who interact with students. The training shall include:
 - a. Information on the higher risk of suicide among certain groups, including, but not limited to, students bereaved by suicide; students with disabilities, mental health issues, or substance use disorders; students experiencing homelessness or who are in foster care; lesbian, gay, bisexual, transgender, or questioning youth;
 - b. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental health issues, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors;
 - c. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent;
 - d. Community resources and services;
 - e. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed.
2. Efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by a caring staff and harmonious relationships among students.
3. Student identification cards shall include the National Suicide Prevention Lifeline telephone number, the National Domestic Violence Hotline number, and may also include the Crisis Text Line or other local crisis numbers.

Suicide intervention strategies may include, but not be limited to:

1. Students shall be encouraged to notify a teacher, principal, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
2. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Principal or designee. Every statement regarding suicidal intent shall be taken seriously. The Principal or designee shall then notify the student's parent/guardians if there is reasonable cause to believe that it is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others as soon as possible and may refer the student to mental health resources in the community. School employees shall only act within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental health issues unless they are specifically licensed and employed to do so.
3. The principal or designee shall document any suicide attempt or threat in writing, including the steps the school took in response.

Suicide postvention strategies may include, but not be limited to:

1. In the event that a student dies by suicide the Principal or designee shall communicate with the student's parents/guardians to offer condolences and assistance. In accordance with confidentiality of student record information, the

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- Principal or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.
2. The Principal or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Principal or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from mental health professionals in determining how best to discuss the suicide or attempted suicide with students.
 3. The school's response to media shall be handled by the Principal or designee and focus on the postvention plan and available resources.
 4. After any suicide or attempted suicide by a student, the Principal or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

rev. 10/6/2015, 10/15/2019, 9/14/2021, 10/11/2022

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

1. Types of paid leave include:

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

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

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

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

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

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

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

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

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

- b. Bereavement Leave—to attend to the death or imminent death of an individual. Leave may be deducted from Sick Leave at a maximum of 100% of the annual Sick Leave allotment. For example, full-time employees can take a maximum of 10 days or 80 hours and part-time classified employees can take a maximum of 24 hours of bereavement leave annually.

- c. Personal Leave—to attend to personal business. A maximum of ~~30%~~ 50% of the annual Sick Leave allotment may be used for absences of a personal nature such as attending events, engaging in recreational activities, or taking care of other personal business that cannot be more conveniently scheduled. No amount of personal leave can exceed ~~30%~~ 50% of the annual Sick Leave allotment. Such leave may not be accumulated.

303.1 In the event a student cannot come to school, the student may elect to participate in independent study. Independent study shall offer a means of individualizing the educational plan to serve students whose health or other personal circumstances make classroom attendance difficult. ~~For the 2021-22 school year, CAR shall offer independent study to meet the educational needs of students as specified in Education Code 51745.~~ For the 2022-23 school year and thereafter, the Principal or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Principal or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. A student's participation in independent study shall be voluntary.

No course required for high school graduation shall be offered exclusively through independent study. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. The Principal or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For grades 9-12, this shall include access to all courses offered by the school for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. CAR shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. Students are eligible for independent study as authorized in law, and as specified in board policy. A student participating in independent study must be a resident of the county or an adjacent county. A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. A student's participation in independent study shall be voluntary.

The Principal or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year:

1. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

2. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Principal or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Principal or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

The Principal or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. A written agreement shall be developed and implemented for each student participating in independent study. The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement. The independent study agreement for each participating student also shall include, but are not limited to, all of the following:

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

10. Before the commencement of independent study that is scheduled to last 15 days or more, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. However, for ~~the 2021-22 school year~~ independent study scheduled to last less than 15 days, the district school shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than ~~30~~ 10 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

The Principal or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following:

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of the non-attendance day ~~the absence or~~ lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary

Furthermore, an evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study.

Each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided will be documented. A student who does not participate in independent study on a school day shall be documented as non-

participatory for that school day. The Principal or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically.

Exceptions for pupils under professional care: Pupils who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or impatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person provisions described above. The school shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

- 303.2 The Executive Director and/or his/her designee shall develop and implement Administrative Regulations in compliance with state education code to provide Independent Study.

2022-2023 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than June 28, 2022.

Redwood Collegiate Academy School District/Governing Board at its 10-11-22 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2022-2023 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES


NAME OF SCHOOL Redwood Collegiate Academy
 NAME OF REPRESENTATIVE Caleb Cimmiyotti or designee POSITION Principal
 ADDRESS 1059 North State Street CITY Ukiah ZIP 95482
 PHONE (707) 467-0500 FAX (707) 467-4942 E-MAIL ccimmiyotti@redwoodacademy.org

NAME OF SCHOOL Redwood Collegiate Academy
 NAME OF REPRESENTATIVE Bethany Kerr or designee POSITION Athletic Director
 ADDRESS 1059 North State Street CITY Ukiah ZIP 95482
 PHONE (707) 467-0500 FAX (707) 467-4942 E-MAIL bkerr@redwoodacademy.org

NAME OF SCHOOL Redwood Collegiate Academy
 NAME OF REPRESENTATIVE Elna Gordon or designee POSITION Co Executive Director
 ADDRESS 1059 North State Street CITY Ukiah ZIP 95482
 PHONE (707) 467-0500 FAX (707) 467-4942 E-MAIL egordon@redwoodacademy.org

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Caleb Cimmiyotti Signature 
 Address 1059 North State Street City Ukiah Zip 95482
 Phone (707) 467-0500 FAX (707) 467-4942

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
 SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

Health and Safety *rev. 1/26/16, 1/24/17, 10/17/17, 10/16/18, 5/5/20, 12/13/22*

506.1 Charter Academy of the Redwoods implements a comprehensive set of health, safety, and risk management policies. An onsite designee shall oversee proper reporting procedures for all safety issues, injuries or other health and safety related occurrences in a manner consistent with the Family Education Rights and Privacy Act (FERPA). Information about health and safety matters will be provided to each employee upon hire.

1. **Procedures for Background Checks:** In keeping with BP 401.15, CAR will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services, or any unsupervised contact with pupils of Charter Academy of the Redwoods. Each employee of the school will be fingerprinted and furnish the school with a criminal record summary; each volunteer in the classroom and each volunteer who accompanies students on overnight field trips, or field trips more than 150 miles from the school, will be fingerprinted and furnish CAR with a criminal record summary. The administrator or designee shall monitor compliance with this policy and report any exceptions to the President and UUSD.
2. **Role of Staff as Mandated Child Abuse Reporters:** All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, following the same policies and procedures used by the UUSD.
3. **Tuberculosis Testing:** CAR will follow the requirement of Education Code Section 49406 in requiring evidence of current tuberculosis clearance for all employees prior to beginning employment. The administrator or designee shall monitor compliance with this policy and report any exceptions to the President and UUSD.
4. **Immunizations:** CAR will adhere to all legally required immunization laws or entering students pursuant to Health and Safety Code Section 120325-120375 and Title 17, California Code of Regulations Section 6000-6075. CAR requires all enrolling students to provide documentation of immunization in accord with the law, including immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and varicella, as described in the Department of Health Services Document IMM-231. The immunization policy honors permanent medical exemptions for all students and personal belief exemptions filed before January 1, 2016 for all students except for those entering grade seven. Records of student immunizations are maintained in a separate health file for each student.
5. **Medication in School:** CAR will adhere to the provisions of Education Code Section 49423 regarding the administration of medication in school. Any student requiring the administration of medication in school has on file written statements from both the child's health care provider and from the parent/guardian regarding the details of the medication. These statements are renewed annually. The unlicensed personnel who administer these medications are trained in the safe administration of the medication and to be alert for any adverse reactions. All such medications are kept securely locked up. Students who have written statements on file from both their health care provider and their parent/guardian to carry and self-administer an asthma inhaler or EpiPen may administer their own medications as needed. A signed statement is kept on file releasing school personnel and the school district of any civil liability in case of an adverse reaction. In addition, a signed release is kept on file giving the designated personnel liberty to consult with the

child's health care provider regarding the administration of said medication in school.

6. EpiPens: CAR will have on hand epinephrine auto injectors, also known as EpiPens, for the event of an unexpected life-threatening anaphylactic episode. One EpiPen and one EpiPen Jr. will be kept in each of the offices at 1031 and 1059 N. State St. One EpiPen and one EpiPen Jr to be kept in each of the Flower, Home Arts and Junior Buildings. The EpiPens will be prescribed by a physician and will be replaced when they expire. Designated faculty and staff will be trained in recognition of anaphylaxis, CPR, and in the safe administration of the EpiPen. EpiPen trainings will be repeated every year under the supervision of a Nurse. Emergency forms will include a section to sign giving the school permission to administer epinephrine in case of a life-threatening anaphylactic event. A report will be filled out after every incident and delivered to the prescribing physician and placed in the student's health chart.

7. Health Care Screenings: CAR will adhere to the provisions of Education Code Sections 49450-49456 with regard to physical exams of students in school. Employees may participate in the screenings upon request to their supervisor.

a. Vision—Qualified personnel screens all students in mandated grades annually for visual acuity, gross eye anomalies, visual performance and perception; and screens all male students for color vision. Referrals are made for students who do not pass the vision screening.

b. Hearing— All students in grades 5 and 8 are screened annually for hearing acuity. Referrals are made for those students who fail the initial screen or who are absent on the day of screening.

c. ~~Sciosis—Qualified personnel screens all 7th grade female students and all 8th grade male students annually for sciosis; students who have waivers on file are not screened. Referrals are made for those students who register >10° curvature on the scoliometer.~~

d. Physical examination—CAR adheres to the provisions of Health and Safety Codes 324.2, 325.5.

8. Emergency Preparedness--The School Safety Site Plan is maintained to comply with FEMA and OSHA recommendations, and will be submitted landholders as appropriate. These policies are maintained in consultation with the school's insurance carriers and at a minimum include:

a. Response to natural disasters and emergencies including fire, flood, earthquake, dirty bombs and toxic spills, siege, explosions, airplane disasters, and serious personal injuries

b. Training of personnel in first aid and emergency response and exposure/ handling of hazardous materials

c. Insuring the safety and limiting the liability for students, staff and volunteers for off campus events, and for persons coming to or leaving campus

d. Insuring safety and limiting liability for volunteers working on campus.

CAR shall adhere to an Emergency Preparedness Guideline drafted specifically to meet the needs of the school site. These policies are incorporated as appropriate into the school's student and staff handbooks and

will be reviewed on an ongoing basis in the school's staff development efforts. Any additional health and safety policies and procedures along with any revisions of existing policies and procedures shall be submitted annually to the District as part of the annual programmatic audit of the charter school.

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1. Staff training on suicide awareness and prevention for teachers and other school employees who interact with students. The training shall include:
 - a. Information on the higher risk of suicide among certain groups, including, but not limited to, students bereaved by suicide; students with disabilities, mental health issues, or substance use disorders; students experiencing homelessness or who are in foster care; lesbian, gay, bisexual, transgender, or questioning youth;
 - b. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental health issues, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors;
 - c. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent;
 - d. Community resources and services;
 - e. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed.
2. Efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by a caring staff and harmonious relationships among students.
3. Student identification cards shall include the National Suicide Prevention Lifeline telephone number, the National Domestic Violence Hotline number, and may also include the Crisis Text Line or other local crisis numbers.

Suicide intervention strategies may include, but not be limited to:

1. Students shall be encouraged to notify a teacher, principal, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
2. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Principal or designee. Every statement regarding suicidal intent shall be taken seriously. The Principal or designee shall then notify the student's parent/guardians if there is reasonable cause to believe that it is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others as soon as possible and may refer the student to mental health resources in the community. School employees shall only act within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental health issues unless they are specifically licensed and employed to do so.
3. The principal or designee shall document any suicide attempt or threat in writing, including the steps the school took in response.

Suicide postvention strategies may include, but not be limited to:

1. In the event that a student dies by suicide the Principal or designee shall communicate with the student's parents/guardians to offer condolences and assistance. In accordance with confidentiality of student record information, the

Principal or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

2. The Principal or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Principal or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from mental health professionals in determining how best to discuss the suicide or attempted suicide with students.
3. The school's response to media shall be handled by the Principal or designee and focus on the postvention plan and available resources.
4. After any suicide or attempted suicide by a student, the Principal or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

