

Charter Academy of the Redwoods
Notice of Regular Meeting
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Meeting ID: 747 5608 1227

Passcode: 09c1XQ
(707) 467-0500

October 13, 2020 * 6:00 p.m. Open Session



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

I. Introductory Items

- a. Call to Order/ Roll Call
- b. Adoption of Agenda
- c. President's Report
- d. Secretary's Report
- e. Treasurer's Report (NCSIG Insurance Letter)
- 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 8, 2020. (back-up)
- b. **Approval of Projected In-district ADA for 2020-2021**—The Directors are requested to approve as a reasonable projection of in-district classroom ADA for *Accelerated Achievement Academy* of 123 and for *Redwood Academy of Ukiah* of 121 for the purposes of submitting the annual letter of request for Proposition 39 facilities.

III. Regular Meeting—Action Items

- c. **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)
- d. **Approval of Annual Reports**—The Directors are requested to approve *Redwood Academy of Ukiah's* and *Accelerated Achievements Academy's* Annual Reports for 2019-20 with authorization to make revisions if suggested by UUSD oversight personnel. (back-up)

IV. 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.

V. Next Regular Meeting—Friday, December 8, 2020 @ 6:00 p.m. @ Redwood Academy of Ukiah This meeting will include the annual and organizational meetings for the corporation.

VI. Adjournment

Charter Academy of the Redwoods

Minutes of the Special Meeting of Tuesday, September 9, 2020

1059 N. State Street, Ukiah

<https://us04web.zoom.us/j/74756081227?pwd=czlRck9vQXdYVDB4MWFOVXNEUjdzZz09>

Zoom Meeting ID: 747 5608 1227

Password: 09c1XQ

I. Welcome and Opening

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

Shawna Aguilar	Yes	Richard Muenzer	Yes @ 6:06
Jay Joseph	Yes	Kip Webb	Yes

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

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

President's Report~ Session 1 ends this week, and Redwood Academy remains at 141 students. Teachers have just finished their first week of engagement tracking, so we are going through their markings to determine who has and who has not been participating at state required levels. Attendance remains good overall with anywhere between 2 and 5 students needing to be called daily. Mrs. McClure sent out notifications last week to parents about any failing grades in core classes. There are some results from that with more students passing this week than were passing last week. Any feedback from the board about how things are going and what staff may be able to better or differently to support students is welcome.

Secretary's Report ~ Accelerated's enrollment is holding steady at 145 students. Currently, the number of daily absences are in line with in person absence rates. The staff is concerned about the number of students failing. The rate is higher than normal in some grades. The staff brainstormed last week at staff meeting various strategies to improve performance.

Treasurer's Report ~ Current Budget Report and Cash in the County Treasury Report of 9/8/19 shows current cash of \$2,650,843—derived by adding last year's balance, \$2,651,443, with this year's balance, \$-600, 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 \$75,810. The budget report reflects the previous year's totals from the unaudited actuals, the original budget approved in June and the revised budget being presented tonight. A revised budget is being presented tonight because the funding level will be based on last year's P-2. The next budget will be presented with the First Interim Report in December. A cashflow projection for the next three years has also been included. The state will be deferring funding regularly received in February to June for 2020-2021. The apportionment for July 2021 will be deferred to October. The state has currently only said there would be deferrals for the next two years. Even under the three year projection, neither school drops below a fund balance of \$1,000,000.

The books for 2019-2020 are not closed yet like they normally would be. CAR and MCOE are still working to close the books in the new financial system. The unaudited actuals on the agenda reflect the expenses and revenue transactions for the 2019-2020 year. There are a few entries that still need to be completed, including the SPED encroachment payment that has yet to be calculated by UUSD. An estimate based on the February bill was used to in the unaudited actuals. 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. AAA books are balanced as of today, however, RA's book are still not complete.

The budget presented tonight reflects funding from the federal government to help with learning loss and COVID relief funding. The state has also decided to provide flat funding over the next two years improving the fiscal outlook.

Safety and Facilities Report ~Very few students are using the lunch program. The Seamless Summer School program has been extended allow districts to feed all students, not just ones attending their schools.

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

II. Consent Items

- a. On a motion by R. Muenzer and a second by J. Joseph, the board voted (4-0) to approve the minutes of the regular meeting of August 31, 2020 with the correction to the date and the top and the time of arrival of R. Muenzer.

III. Regular Meeting

- a. On a first by S. Aguilar and a second by J. Joseph, the Board voted (4-0) to approve the unaudited actuals for Charter Academy of the Redwoods including *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*.
- b. On a first by S. Aguilar and a second by R. Muenzer, the Board voted (4-0) to approve the revised budget for 2020-2021.
- c. On a first by S. Aguilar and a second by R. Muenzer, the Board voted (4-0) to approve the Learning Continuity and Attendance Plans for Accelerated Achievement Academy and Redwood Academy of Ukiah.

IV. 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 13 at 6:00 p.m. on the campus of *Redwood Academy of Ukiah*.

VII. Adjournment

As acclaimed by the chair, the meeting was adjourned at 6:28 p.m.

Respectfully submitted,

Selah Sawyer
Secretary

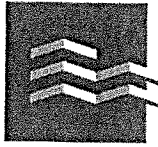
For the Record:

Before 10:00 a.m. on Thursday, September 3, 2020, this meeting agenda was:

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

Posted in the offices of *Redwood Academy* and *Accelerated Achievement Academy*

Posted on the www.caredwoods.org governance channel



NORTHERN CALIFORNIA
SCHOOLS INSURANCE GROUP

July 23, 2020

Accelerated Achievement Academy
1059 North State Street
Ukiah, CA 95482

Dear James Switzer:

This letter is to inform you that the Northern California Relief (NCR) board of directors changed their Charter School Policy which will impact your coverage with Northern California Schools Insurance Group (NCSIG) since NCSIG is a member of NCR and subject to the NCR Governing Policies.

NCR will extend coverage to Independent Charter Schools through 6/30/22. After this date Independent Charter Schools will no longer be eligible for coverage through NCSIG and NCR.

NCR defines Independent Charter School as a "Charter school that has a separate administration / governing board outside of the sponsoring Public Educational Agency (PEA) and the charter is organized as a non-profit public benefit corporation."

As a result, Accelerated Achievement Academy should plan to secure alternative property and liability coverage prior to 6/30/2022.

I have already identified several coverage alternatives for the charter schools impacted by this change and am happy to point you towards various options.

If you would like to discuss this further, feel free to reach out.

Respectfully,

Brett Faulknor
JPA Manager
bfaulknor@iwins.com
530-722-2604

**CHARTER SCHOOL
BUDGET REPORT**

Charter School Name : Redwood Academy of Ukiah

CDS# : 23-65615-2330413

Description	Object Code	FY 2019/20	ORIGINAL	9 8 20 BUDGET	ACTUALS	% OF ESTIMATED ACTUALS TO 9/8/20 BUDGET
		Previous years	BUDGET 6/09/20 FOR 2020/2021	for 2020/2021		
		Totals				
A. Revenues						
1. Revenue Limit Sources						
				0.00		0.00%
Education Protection Act	8012	132,291.00	196,396.00	196,396.00		0.00%
State Aid - Current Year	8011	893,997.00	753,800.00	865,192.24	132,104.00	15.27%
State Aid - Prior Years	8019	63.00				0.00%
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00		0.00%
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00		0.00%
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00		0.00%
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0.00		0.00		0.00%
Charter Schools Funding in Lieu of Property Taxes	8096	375,552.00	344,249.00	344,249.00	112,665.00	32.73%
Other Revenue Limit Transfers	8091 , 8097	0.00				
Total, Revenue Limit Sources		1,401,903.00	1,294,445.00	1,405,837.24	244,769.00	17.41%
2. Federal Revenues						
No Child left Behind	8290	67,345.00	66,776.00	140,875.00	61,983.00	44.00%
Special Education - Federal	8181 , 8182	0.00		0.00		0.00%
Child Nutrition - Federal	8220	0.00		0.00		0.00%
Other Federal Revenues	8110 , 8260-829	0.00		0.00		0.00%
Total, Federal Revenues		67,345.00	66,776.00	140,875.00	61,983.00	44.00%
3. Other State Revenues						
Mandated Block Grant	8550	5,415.00	5,165.62	5,165.62		0.00%
Lottery	8560	34,819.04	28,967.58	27,848.06	73.14	0.26%
All Other State Revenues	8590	2,757.00	1,000.00	1,000.00	11,947.00	1194.70%
Total, Other State Revenues		42,991.04	35,133.20	34,013.68	12,020.14	35.34%
4. Other Local Revenues						
Interest	8660	20,514.96	18,500.00	20,600.00	0.00	0.00%
LCSSP grant	8677	5,021.42	5,021.42	5,021.42	0.00	0.00%
All other local	8699	2,594.19	1,000.00	1,000.00	0.00	0.00%
Reimbursement from Willits Charter school lunch program	8699		1,147.00	1,147.00	0.00	0.00%
Prop 39 Transfer	8781	15,372.00	24,209.62	24,209.62	0.00	0.00%
Total, Local Revenues		43,502.57	49,878.04	51,978.04	0.00	0.00%
5. TOTAL REVENUES						
		1,555,741.61	1,446,232.24	1,632,703.96	318,772.14	19.52%
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	371,684.32	393,884.75	405,628.75	108,050.86	26.64%
Certificated Pupil Support Salaries	1200			0.00	0.00	0.00%
Certificated Supervisors' and Administrators' Salaries	1300	70,717.68	71,974.61	74,015.21	23,531.21	31.79%
Other Certificated Salaries	1900	0.00		0.00	0.00	0.00%
Total, Certificated Salaries		442,402.00	465,859.36	479,643.96	131,582.07	27.43%
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	41,358.85	31,931.37	42,086.33	10,200.05	24.24%
Non-certificated Support Salaries	2200	87,375.09	81,230.13	90,355.55	27,886.84	30.86%
Non-certificated Supervisors' and Administrators' Sal.	2300	59,562.75	60,291.50	39,505.50	12,019.46	30.42%
Clerical and Office Salaries	2400	59,925.95	60,784.80	58,559.45	17,029.00	29.08%
Other Non-certificated Salaries	2900	0.00		0.00		
Total, Non-certificated Salaries		248,222.64	234,237.80	230,506.83	67,135.35	29.13%

Description	Object Code	FY 2019/20 Previous years	ORIGINAL BUDGET 6/09/20 FOR 2020/2021	9 8 20 BUDGET for 2020/2021	ACTUALS	% OF ESTIMATED ACTUALS TO 9/8/20 BUDGET
3. Employee Benefits		Totals				
STRS	3101-3102	75,172.11	76,589.82	78,816.03	20,634.01	26.18%
PERS	3201-3202	44,957.94	45,034.05	44,261.74	11,872.95	26.82%
OASDI / Medicare / Alternative	3301-3302	25,023.03	24,154.53	24,068.99	6,754.35	28.06%
Health and Welfare Benefits	3401-3402	173,775.25	182,783.62	177,834.21	46,578.49	26.19%
Unemployment Insurance	3501-3502	345.95	350.05	355.08	99.36	27.98%
Workers' Compensation Insurance	3601-3602	8,820.69	9,871.37	9,977.62	2,791.99	27.98%
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	
Total, Employee Benefits		328,094.97	338,783.44	335,313.66	88,731.15	26.46%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	6,123.28	9,000.00	9,000.00	559.05	6.21%
Books and Other Reference Materials	4200	982.35	1,000.00	1,000.00	69.04	6.90%
Materials and Supplies	4300	41,491.33	45,000.00	47,500.00	10,874.26	14.31%
Technology	4300			13,500.00		0.00%
Loss Learning Mitigation purchases	4300	4,034.70		15,000.00		0.00%
Misc networking equipment	4300					
Noncapitalized Equipment	4400			2,000.00	5,076.49	253.82%
ONE TIME PURCHASE OF HVAC'S	4400			14,000.00		0.00%
ONE TIME PURCHASE OF NETWORKING EQUIPMENT	4400	44,538.99	3,000.00			
Food	4700	7,471.90	9,200.00	9,000.00	1,168.96	12.99%
Total, Books and Supplies		104,642.55	67,200.00	111,000.00	17,747.80	15.99%
5. Services and Other Operating Expenditures						
Subagreements and Services	5100	0.00		0.00		0.00%
Travel and Conferences	5200	1,115.82	500.00	500.00	147.00	29.40%
Dues and Memberships	5300	3,563.00	4,000.00	4,000.00	1,364.50	34.11%
Insurance	5400	9,791.00	9,851.70	9,851.70	12,322.00	125.07%
Operations and Housekeeping Services	5500	32,119.07	38,897.00	36,318.14	5,750.07	15.83%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	55,081.65	36,212.17	39,878.33	6,426.45	16.12%
Professional/Consulting Services and Operating Expend.	5800	204,275.36	178,555.85	211,169.77	11,016.65	5.22%
Communications	5900	11,016.19	10,669.00	11,084.49	1,214.30	10.95%
Total, Services and Other Operating Expenditures		316,962.09	278,685.72	312,802.43	38,240.97	12.23%
6. Capital Outlay (obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Sites and Improvements of Sites	6100-6170	0.00		0.00		0.00%
Buildings and Improvements of Buildings	6200	0.00		0.00		0.00%
Books and Media for New School Libraries or Major						
Equipment	6300	0.00		0.00		0.00%
Equipment Replacement	6400	8,011.46		0.00		0.00%
Equipment Replacement	6500	0.00		0.00		0.00%
Depreciations Expense (for full accrual only)	6900	0.00		0.00		0.00%
Total, Capital Outlay		8,011.46	0.00	0.00	0.00	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00		0.00	0.00	0.00%
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00		0.00	0.00	0.00%
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00		0.00	0.00	0.00%
Transfers of Apportionments to Other LEAs - All Other	7221-7223SO	0.00		0.00	0.00	0.00%
All Other Transfers	7281-7299	0.00		0.00	0.00	0.00%
Debt Service:						
Interest	7438	0.00		0.00	0.00	0.00%
Principal	7439	0.00		0.00	0.00	0.00%
Total, Other Outgo						
8. TOTAL EXPENDITURES		1,448,335.71	1,384,766.32	1,469,266.88	343,437.34	23.37%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)		107,405.90	61,465.92	163,437.08		

Description	Object Code	FY 2019/20	ORIGINAL	9 8 20 BUDGET	Totals for	Totals for
		Previous years	BUDGET	for 2020/2021	2022/2023	2023/2024
		Totals	6/09/20 FOR 2020/2021			
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00		0.00	0.00	0.00%
2. Less: Other Uses	7630-7699	0.00		0.00	0.00	0.00%
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00		0.00	0.00	0.00%
4. TOTAL OTHER FINANCING SOURCES / USES		0.00		0.00	0.00	0.00%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C +D4)		107,405.90	61,465.92	163,437.08	0.00	0.00%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,301,144.06		1,408,549.96		
b. Adjustments to Beginning Balance	9793 , 9755					
c. Adjusted Beginning Balance		1,301,144.06		1,408,549.96		
2. Ending fund Balance, June 30 (E + F. 1.c.)		1,408,549.96		1,571,987.04		
Component of Ending Fund Balance (Optional):						
Reserve For Revolving Cash (equals object 9130)	9711	2,000.00		2,000.00		
Reserve for Stores (equals object 9320)	9712	0.00		0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00		0.00		
Reserve for All Others	9719	0.00		0.00		
General Reserve	9730	0.00		0.00		
Legally Restricted Balance/ Prop 39 planning money	9740			0.00		
Legally Restricted Balance/Educator Effectiveness grant	9740			0.00		
Legally Restricted Balance/College readiness grant	9740			0.00		
Designated for Economic Uncertainties	9789	73,392.38		73,463.34		
Other Designations	9750,9775 , 978	73,392.38		73,463.34		
Future STRS and PERS increases		1,030,000.00		1,300,000.00		
Undersigned / Unapproved Amount	9790	229,765.20		125,060.35		
		0.163121797		0.078283313		

**CHARTER SCHOOL
BUDGET REPORT**

Charter School Name : Accelerated Achievement Academy

CDS# : 23-65615-2330454

Description	Object Code	FY 2019/20	ORIGINAL	9 8 20 BUDGET	ACTUALS	% OF ESTIMATED ACTUALS TO 9/8/20 BUDGET
		Previous years	BUDGET 6/09/20 FOR 2020/2021	for 2020/2021		
		Totals				
A. Revenues						
1. Revenue Limit Sources						
				0.00		0.00%
Education Protection Act	8012	122,329.00	181,606.00	122,329.00		0.00%
State Aid - Current Year	8011	982,370.00	856,560.32	971,821.96	155,626.00	16.01%
State Aid - Prior Years	8019	-6.00				0.00%
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00		0.00%
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00		0.00%
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00		0.00%
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0.00		0.00		0.00%
Charter Schools Funding in Lieu of Property Taxes	8096	363,422.00	335,805.00	407,386.00	109,027.00	26.76%
Other Revenue Limit Transfers	8091 , 8097	0.00				
Total, Revenue Limit Sources		1,468,115.00	1,373,971.32	1,501,536.96	264,653.00	17.63%
2. Federal Revenues						
No Child left Behind	8290	89,522.00	113,074.00	272,456.00	149,190.00	54.76%
Special Education - Federal	8181 , 8182	0.00		0.00		0.00%
Child Nutrition - Federal	8220	0.00		0.00		0.00%
Other Federal Revenues	8110 , 8260-8299	0.00		0.00		0.00%
Total, Federal Revenues		89,522.00	113,074.00	272,456.00	149,190.00	54.76%
3. Other State Revenues						
Mandated Block Grant	8550	3,916.00	3,817.59	3,817.59		0.00%
Lottery	8560	25,622.38	28,031.94	26,948.58	62.81	0.23%
All Other State Revenues	8590	104,779.70	116,000.00	103,000.00	12,698.00	12.33%
Total, Other State Revenues		134,318.08	147,849.53	133,766.17	12,760.81	9.54%
4. Other Local Revenues						
Interest	8660	20,514.96	18,500.00	20,600.00	0.00	0.00%
LCSSP grant	8677	5,372.57	5,372.00	5,021.42	0.00	0.00%
All other local	8699	1,445.22	1,000.00	2,071.58	21.67	1.05%
Reimbursement from Willits Charter school lunch program	8699		1,868.00	1,147.00	0.00	0.00%
Prop 39 Transfer	8781	15,982.00	29,386.14	29,386.14	0.00	0.00%
Total, Local Revenues		43,314.75	56,126.14	58,226.14	21.67	0.04%
5. TOTAL REVENUES						
		1,735,269.83	1,691,020.99	1,965,985.27	426,625.48	21.70%
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	452,748.37	463,078.37	472,211.37	127,471.46	26.99%
Certificated Pupil Support Salaries	1200			0.00	0.00	0.00%
Certificated Supervisors' and Administrators' Salaries	1300	62,349.60	62,082.57	66,841.67	21,029.48	31.46%
Other Certificated Salaries	1900	0.00		0.00	0.00	0.00%
Total, Certificated Salaries		515,097.97	525,160.94	539,053.04	148,500.94	27.55%
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	99,447.56	87,269.31	94,386.66	12,635.32	13.39%
Non-certificated Support Salaries	2200	94,482.22	85,788.28	69,751.34	19,393.21	27.80%
Non-certificated Supervisors' and Administrators' Sal.	2300	79,264.04	78,879.50	40,355.50	12,019.53	29.78%
Clerical and Office Salaries	2400	66,123.42	66,532.20	69,607.55	15,988.59	22.97%
Other Non-certificated Salaries	2900	0.00		0.00		
Total, Non-certificated Salaries		339,317.24	318,469.29	274,101.05	60,036.65	21.90%

Description	Object Code	FY 2019/20 Previous years	ORIGINAL BUDGET 6/09/20 FOR 2020/2021	9 8 20 BUDGET for 2020/2021	ACTUALS	% OF ESTIMATED ACTUALS TO 9/8/20 BUDGET
3. Employee Benefits		Totals				
STRS	3101-3102	103,212.28	89,116.34	91,359.91	23,180.94	25.37%
PERS	3201-3202	46,707.90	58,626.19	49,441.96	10,932.70	22.11%
OASDI / Medicare / Alternative	3301-3302	27,940.87	30,325.87	27,133.13	6,453.44	23.78%
Health and Welfare Benefits	3401-3402	186,686.04	190,937.53	173,979.18	46,725.82	26.86%
Unemployment Insurance	3501-3502	427.16	421.82	406.58	104.33	25.66%
Workers' Compensation Insurance	3601-3602	10,912.36	11,895.19	11,424.81	2,929.97	25.65%
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	
Total, Employee Benefits		375,886.61	381,322.94	353,745.57	90,327.20	25.53%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	2,265.06	2,000.00	2,000.00	1,017.51	50.88%
Books and Other Reference Materials	4200	548.52	1,000.00	1,000.00	305.22	30.52%
Materials and Supplies	4300	47,994.77	43,000.00	51,500.00	9,022.26	11.28%
Technology	4300			13,500.00		0.00%
Loss Learning Mitigation purchases	4300			15,000.00		0.00%
Misc networking equipment	4300					
Noncapitalized Equipment	4400			5,000.00	9,977.06	199.54%
ONE TIME PURCHASE OF HVACS	4400					
ONE TIME PURCHASE OF NETWORKING EQUIPMENT	4400	15,720.17	3,000.00			
Food	4700	9,899.00	9,150.00	9,150.00	1,168.96	12.78%
Total, Books and Supplies		76,427.52	58,150.00	97,150.00	21,491.01	22.12%
5. Services and Other Operating Expenditures						
Subagreements and Services	5100	0.00		0.00		0.00%
Travel and Conferences	5200	415.82	500.00	500.00	147.00	29.40%
Dues and Memberships	5300	3,523.00	3,421.08	3,544.84	1,364.50	38.49%
Insurance	5400	8,523.00	8,575.84	8,575.84	9,406.00	109.68%
Operations and Housekeeping Services	5500	42,947.80	53,500.00	50,214.08	6,091.48	12.13%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	165,788.69	155,881.00	167,168.85	33,437.57	20.00%
Professional/Consulting Services and Operating Expend.	5800	198,674.38	170,666.00	214,441.66	21,854.57	10.19%
Communications	5900	10,023.53	9,711.16	10,800.00	1,191.54	11.03%
Total, Services and Other Operating Expenditures		429,896.22	402,255.08	455,245.27	73,492.66	16.14%
6. Capital Outlay (obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Sites and Improvements of Sites	6100-6170	0.00		0.00		0.00%
Buildings and Improvements of Buildings	6200	0.00		0.00		0.00%
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00		0.00		0.00%
Equipment	6400	2,002.86		2,000.00		0.00%
Equipment Replacement	6500	0.00		0.00		0.00%
Depreciations Expense (for full accrual only)	6900	0.00		0.00		0.00%
Total, Capital Outlay		2,002.86	0.00	2,000.00	0.00	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00		0.00	0.00	0.00%
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00		0.00	0.00	0.00%
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00		0.00	0.00	0.00%
Transfers of Apportionments to Other LEAs - All Other	7221-7223SO	0.00		0.00	0.00	0.00%
All Other Transfers	7281-7299	0.00		0.00	0.00	0.00%
Debt Service:						
Interest	7438	0.00		0.00	0.00	0.00%
Principal	7439	0.00		0.00	0.00	0.00%
Total, Other Outgo						
8. TOTAL EXPENDITURES		1,738,628.42	1,685,358.25	1,721,294.93	393,848.46	22.88%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)		(3,358.59)	5,662.74	244,690.34	32,777.02	

Description	Object Code	FY 2019/20	ORIGINAL	9 8 20 BUDGET	Totals for	Totals for
		Previous years	BUDGET	for 2020/2021	2022/2023	2023/2024
		Totals	6/09/20 FOR 2020/2021			
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00		0.00	0.00	0.00%
2. Less: Other Uses	7630-7699	0.00		0.00	0.00	0.00%
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00		0.00	0.00	0.00%
4. TOTAL OTHER FINANCING SOURCES / USES		0.00		0.00	0.00	0.00%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C +D4)		(3,358.59)	5,662.74	244,690.34	32,777.02	0.00%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,307,613.44		1,304,254.85		
b. Adjustments to Beginning Balance	9793 , 9755					
c. Adjusted Beginning Balance		1,307,613.44		1,304,254.85		
2. Ending fund Balance, June 30 (E + F. 1.c.)		1,304,254.85		1,548,945.19		
Component of Ending Fund Balance (Optional):						
Reserve For Revolving Cash (equals object 9130)	9711	2,000.00		2,000.00		
Reserve for Stores (equals object 9320)	9712	0.00		0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00		0.00		
Reserve for All Others	9719	0.00		0.00		
General Reserve	9730	0.00		0.00		
Legally Restricted Balance/ Prop 39 planning money	9740			0.00		
Legally Restricted Balance/Educator Effectiveness grant	9740			0.00		
Legally Restricted Balance/College readiness grant	9740			0.00		
Designated for Economic Uncertainties	9789	73,392.38		86,064.75		
Other Designations	9750,9775 , 9780	73,392.38		86,064.75		
Future STRS and PERS increases		1,030,000.00		1,250,000.00		
Undersigned / Unapproved Amount	9790	125,470.09		124,815.70		
		0.096200593		0.080581093		

2019-2020

09 - CHARTER SCHOOLS SPECIAL REV FD

JE #	Description	Debits	Credits	Running Balance
06/30/20	CT20-01047			
06/30/20	CT20-01065		1,039.43	2,485,381.76
06/30/20	CT20-01088		140.76	2,485,241.00
06/30/20	CT20-01091	88,958.00		2,574,199.00
06/30/20	CT20-01104		5,032.10	2,569,166.90
06/30/20	GJ20-00027	19,384.57	19,384.57	2,577,492.11
06/30/20	GJ20-00029	3,342.37	3,342.37	2,577,492.11
06/30/20	GJ20-00030	64,542.06	64,542.06	2,577,492.11
06/30/20	GJ20-00034	22.15	22.15	2,577,492.11
06/30/20	GJ20-00040	8,432.33	8,432.33	2,577,492.11
06/30/20	GJ20-00043	8.04	8.04	2,577,492.11
06/30/20	GJ20-00049	34,819.04	34,819.04	2,577,492.11
06/30/20	GJ20-00050	25,622.38	25,622.38	2,577,492.11
06/30/20	GJ20-00051	258,397.00	258,397.00	2,577,492.11
06/30/20	GJ20-00053	4,162.61	4,162.61	2,577,492.11
06/30/20	GJ20-00054	150.00	150.00	2,577,492.11
06/30/20	GJ20-00055	51.06	51.06	2,577,492.11
06/30/20	GJ20-00057	107.00	107.00	2,577,492.11
06/30/20	GJ20-00060	2,561.36	2,561.36	2,577,492.11
06/30/20	IFC20-00005	21,782.01		2,599,274.12
06/30/20	IFC20-00006	3.00		2,599,277.12
06/30/20	IFC20-00007	4,421.03	3,765.45	2,599,932.70
06/30/20	IFC20-00008	223.01		2,600,155.71
06/30/20	IFC20-00009	50,742.04		2,650,897.75
06/30/20	IFC20-00010	509.51		2,651,407.26
06/30/20	IFC20-00011		24.38	2,651,382.88
06/30/20	IFC20-00012	50.55		2,651,433.43

Total for 6/2020 731,696.02 757,818.19
 Net Change 26,122.17-

Total for 09 - CHARTER SCHOOLS SPECIAL-REV FD 6,792,968.16 4,141,534.73
 Net Change 2,651,433.43

Ernie Bauer of 19-20

Recap by Resource

Rsrc-PY	Bal Forward	Debit	Credit	Ending Bal	Resource Description
0000-0	.00	2,792,054.41	1,502,485.01	1,289,569.40	NO REPORTING REQUIREM
0000-1	.00	2,791,231.25	1,629,230.88	1,162,000.37	NO REPORTING REQUIREM
1100-0	.00	25,847.53	30,096.91	4,249.38-	STATE LOTTERY
1100-1	.00	19,517.52	23,238.12	3,720.60-	STATE LOTTERY
1400-0	.00	266,572.00	202,351.00	64,221.00	PROPOSITION 30 (EPA)
1400-1	.00	242,916.00	181,947.00	60,969.00	PROPOSITION 30 (EPA)

Selection Grouped by Fund and JE Date, Filtered by (Org = 58, Fiscal Year = 2020, Restricted Accts? = Y, No Detail? = Y)

ESCAPE ONLINE

09 - CHARTER SCHOOLS SPECIAL REV FD **Fiscal Year 2020/21**

JE #	Description	Debits	Credits	Running Balance
07/07/20	CT21-00109	19/20 LOTTERY QTR 3	14,046.52	14,046.52
07/07/20	CT21-00113	19/20 LOTTERY ADJUSTMENTS	122.33	14,166.85
07/07/20	CT21-00114	18/19 LOTTERY ADJUSTMENTS	47.64	14,182.47
07/09/20	EX21-00001	AP07082020	8,476.96	5,705.51
07/09/20	EX21-00002	AP07082020	69.00	5,636.51
07/09/20	EX21-00004	AP07082020	28.12	5,608.39
07/09/20	EX21-00005	AP07082020	243.34	5,365.05
07/09/20	EX21-00007	AP07082020	667.50	4,697.55
07/09/20	EX21-00008	AP07082020	168.02	4,529.53
07/09/20	EX21-00009	AP07082020	43.53	4,486.00
07/09/20	EX21-00010	AP07082020	332.26	4,153.74
07/09/20	EX21-00011	AP07082020	575.36	3,578.38
07/09/20	EX21-00012	AP07082020	135.04	3,443.34
07/09/20	PR21-00005	20200709-MAN	2,934.47	508.87
07/10/20	PR21-00001	20200710-REG	45,583.55	45,074.68-
07/10/20	PR21-00004	20200710-JUL	11,787.08	56,861.76-
07/15/20	CT21-00093	July Charter Taxes	44,338.00	12,523.76-
07/16/20	CT21-00092	19/20 STATE APPORT JUNE 2020 DEFERRED TO JULY 2020	266,950.00	129,129.24
07/16/20	EX21-00013	AP07152020	3,247.85	125,881.39
07/16/20	EX21-00014	AP07152020	1,586.00	124,295.39
07/16/20	EX21-00015	AP07152020	835.50	123,459.89
07/16/20	EX21-00016	AP07152020	157.62	123,302.27
07/16/20	EX21-00017	AP07152020	997.14	122,305.13
07/16/20	EX21-00018	AP07152020	170.43	122,134.70
07/16/20	EX21-00019	AP07152020	448.57	121,686.13
07/16/20	EX21-00020	AP07152020	157.50	121,528.63
07/16/20	EX21-00021	AP07152020	75.00	121,453.63
07/16/20	EX21-00022	AP07152020	162.50	121,291.13
07/16/20	EX21-00023	AP07152020	3,289.00	118,002.13
07/16/20	EX21-00024	AP07152020	500.00	117,502.13
07/16/20	EX21-00025	AP07152020	362.57	117,139.56
07/16/20	EX21-00026	AP07152020	33.18	117,106.38
07/16/20	EX21-00027	AP07152020	804.17	116,302.21
07/23/20	EX21-00028	AP07222020	9,134.00	107,168.21
07/23/20	EX21-00029	AP07222020	407.87	106,760.34
07/23/20	EX21-00030	AP07222020	222.65	106,537.69
07/23/20	EX21-00031	AP07222020	15.00	106,522.69
07/23/20	EX21-00032	AP07222020	8.38	106,514.31
07/24/20	PR21-00006	20200724-REG	53,465.24	53,049.07
07/30/20	CT21-00116	20/21 K-12 APPORT JULY	75,718.00	128,767.07
07/30/20	EX21-00033	AP07292020	417.43	128,349.64
07/30/20	EX21-00034	AP07292020	5,874.00	122,475.64
07/30/20	EX21-00035	AP07292020	39.82	122,435.82
07/30/20	EX21-00036	AP07292020	348.36	122,087.46
07/30/20	EX21-00037	AP07292020	258.75	121,828.71
07/30/20	EX21-00038	AP07292020	198.51	121,630.20
07/30/20	EX21-00039	AP07292020	158.84	121,471.36
07/30/20	EX21-00040	AP07292020	2,140.00	119,331.36
		Total for 7/2020	401,222.49	281,891.13
Net Change		119,331.36		

09 - CHARTER SCHOOLS SPECIAL REV FD

Fiscal Year 2020/21

JE #	Description	Debits	Credits	Running Balance
08/03/20	AR21-00001	210001		
		387.00		119,718.36
08/03/20	AR21-00002	210001		
		5,021.42		124,739.78
08/03/20	AR21-00003	210001		
		5,372.57		130,112.35
08/03/20	AR21-00004	210001		
		21.67		130,134.02
08/06/20	EX21-00042	AP08052020A	334.68	129,799.34
08/06/20	EX21-00043	AP08052020A	186.59	129,612.75
08/06/20	EX21-00044	AP08052020A	667.50	128,945.25
08/06/20	EX21-00045	AP08052020A	2,000.00	126,945.25
08/06/20	EX21-00046	AP08052020A	168.02	126,777.23
08/06/20	EX21-00047	AP08052020A	332.26	126,444.97
08/06/20	EX21-00048	AP08052020A	575.36	125,869.61
08/10/20	PR21-00009	20200810-REG	86,122.52	39,747.09
08/13/20	EX21-00049	AP08122020	32.44	39,381.57
08/13/20	EX21-00050	AP08122020	3,050.59	36,330.98
08/13/20	EX21-00051	AP08122020	2,093.08	34,237.90
08/13/20	EX21-00052	AP08122020	15.07	34,222.83
08/13/20	EX21-00053	AP08122020	5,226.46	28,996.37
08/13/20	EX21-00054	AP08122020	1,114.50	27,881.87
08/13/20	EX21-00055	AP08122020	69.00	27,812.87
08/13/20	EX21-00056	AP08122020	75.00	27,737.87
08/13/20	EX21-00057	AP08122020	704.60	27,033.27
08/13/20	EX21-00058	AP08122020	265.55	26,767.72
08/13/20	EX21-00059	AP08122020	3,289.00	23,478.72
08/13/20	EX21-00060	AP08122020	1,510.68	21,968.04
08/13/20	EX21-00061	AP08122020	33.12	21,934.92
08/15/20	CT21-00094	August Charter Taxes	88,677.00	110,611.92
08/20/20	EX21-00062	AP08192020	18.00	110,593.92
08/20/20	EX21-00063	AP08192020	129.00	110,464.92
08/20/20	EX21-00064	AP08192020	1,233.36	109,231.56
08/20/20	EX21-00065	AP08192020	157.50	109,074.06
08/20/20	EX21-00066	AP08192020	7.84	109,066.22
08/20/20	EX21-00067	AP08192020	70.00	108,996.22
08/20/20	EX21-00068	AP08192020	110.00	108,886.22
08/20/20	EX21-00069	AP08192020	814.86	108,071.36
08/20/20	EX21-00070	AP08192020	1,968.52	106,102.84
08/20/20	EX21-00071	AP08192020	107.79	105,995.05
08/20/20	EX21-00072	AP08192020	712.58	105,282.47
08/24/20	CT21-00125	USE TAX JUL 2020	22.96	105,259.51
08/26/20	PR21-00012	20200826-REG	91,931.13	13,328.38
08/27/20	CT21-00145	20/21 K-12 APPORTIONMENT AUGUST	75,718.00	89,046.38
08/27/20	EX21-00073	AP08262020	345.00	88,701.38
08/27/20	EX21-00074	AP08262020	5,874.00	82,827.38
08/27/20	EX21-00075	AP08262020	3,600.00	79,227.38
08/27/20	EX21-00076	AP08262020	262.65	78,964.73
08/27/20	EX21-00077	AP08262020	400.00	78,564.73
08/27/20	EX21-00078	AP08262020	1,842.01	76,722.72
08/27/20	EX21-00079	AP08262020	15.00	76,707.72
08/27/20	EX21-00080	AP08262020	92.00	76,615.72
08/27/20	EX21-00081	AP08262020	6,640.00	69,975.72
08/27/20	EX21-00082	AP08262020	5,663.06	64,312.66

Selection Grouped by Fund and JE Date, Filtered by (Org = 58, Fiscal Year = 2021, Restricted Accts? = Y, No Detail? = Y)

ESCAPE ONLINE

09 - CHARTER SCHOOLS SPECIAL REV FD

Fiscal Year 2020/21

JE #	Description	Debits	Credits	Running Balance
	Total for 8/2020	175,230.10	230,248.80	
	Net Change	55,018.70-		
09/01/20	CT21-00141 20/21 CARES ACT 1ST APPORT	16,523.00		80,835.66
09/03/20	CT21-00150 20/21 LLMF 1ST APPORT STATE GENERAL FUND	24,645.00		105,480.66
09/03/20	CT21-00154 20/21 LLMF 1ST APPORT CORONAVIRUS RELIEF FUND	194,650.00		300,130.66
09/03/20	EX21-00083 AP09022020		432.40	299,698.26
09/03/20	EX21-00084 AP09022020		19.99	299,678.27
09/03/20	EX21-00085 AP09022020		3,410.40	296,267.87
09/03/20	EX21-00086 AP09022020		138.00	296,129.87
09/03/20	EX21-00087 AP09022020		1,221.02	294,908.85
09/03/20	EX21-00088 AP09022020		365.78	294,543.07
09/03/20	EX21-00089 AP09022020		130.50	294,412.57
09/10/20	EX21-00090 AP09092020		135.12	294,277.45
09/10/20	EX21-00091 AP09092020		9,252.24	285,025.21
09/10/20	EX21-00092 AP09092020		648.00	284,377.21
09/10/20	EX21-00093 AP09092020		69.00	284,308.21
09/10/20	EX21-00094 AP09092020		75.00	284,233.21
09/10/20	EX21-00095 AP09092020		55.47	284,177.74
09/10/20	EX21-00096 AP09092020		283.31	283,894.43
09/10/20	EX21-00097 AP09092020		343.71	283,550.72
09/10/20	EX21-00099 AP09092020		667.50	282,883.22
09/10/20	EX21-00100 AP09092020		769.40	282,113.82
09/10/20	EX21-00101 AP09092020		206.82	281,907.00
09/10/20	EX21-00102 AP09092020		3,289.00	278,618.00
09/10/20	EX21-00103 AP09092020		332.26	278,285.74
09/10/20	EX21-00104 AP09092020		575.36	277,710.38
09/10/20	EX21-00105 AP09092020		612.75	277,097.63
09/10/20	PR21-00015 20200910-REG		94,891.04	182,206.59
09/15/20	CT21-00162 September Charter Taxes	88,677.00		270,883.59
09/17/20	EX21-00106 AP09162020		1,346.98	269,536.61
09/17/20	EX21-00107 AP09162020		3,320.08	266,216.53
09/17/20	EX21-00108 AP09162020		2,697.91	263,518.62
09/17/20	EX21-00109 AP09162020		35.36	263,483.26
09/17/20	EX21-00110 AP09162020		1,545.23	261,938.03
09/17/20	EX21-00111 AP09162020		201.60	261,736.43
09/17/20	EX21-00112 AP09162020		157.50	261,578.93
09/17/20	EX21-00113 AP09162020		8.11	261,570.82
09/17/20	EX21-00114 AP09162020		160.00	261,410.82
09/17/20	EX21-00115 AP09162020		92.00	261,318.82
09/17/20	EX21-00116 AP09162020		33.12	261,285.70
09/22/20	CT21-00198 USE TAX PREPAY-AUGUST		32.44	261,253.26
09/23/20	CT21-00203 USE TAX PREPAY-AUGUST	32.44		261,285.70
09/23/20	CT21-00204 USE TAX AUGUST		32.44	261,253.26
09/24/20	EX21-00117 AP09232020		295.20	260,958.06
09/24/20	EX21-00118 AP09232020		3,600.00	257,358.06
09/24/20	EX21-00119 AP09232020		262.65	257,095.41
09/24/20	EX21-00120 AP09232020		3,500.00	253,595.41
09/24/20	EX21-00121 AP09232020		225.00	253,370.41
09/24/20	EX21-00122 AP09232020		179.00	253,191.41

Selection Grouped by Fund and JE Date, Filtered by (Org = 58, Fiscal Year = 2021, Restricted Accts? = Y, No Detail? = Y)

ESCAPE ONLINE

2

09 - CHARTER SCHOOLS SPECIAL REV FD **Fiscal Year 2020/21**

JE #	Description	Debits	Credits	Running Balance
09/24/20	EX21-00123		152.64	253,038.77
09/24/20	EX21-00124		15.00	253,023.77
09/24/20	EX21-00125		46.00	252,977.77
09/24/20	EX21-00126		198.90	252,778.87
09/24/20	EX21-00127		55.00	252,723.87
09/24/20	EX21-00128		5,664.02	247,059.85
09/24/20	EX21-00129		659.30	246,400.55
09/24/20	EX21-00130		952.47	245,448.08
09/25/20	PR21-00018		115,991.55	129,456.53
09/29/20	GJ21-00002	XFER EXPENSES FR 3220-7420	1,431.82	129,456.53
		Total for 9/2020	325,959.26	260,815.39
		Net Change	65,143.87	
10/01/20	EX21-00131		1,224.88	128,231.65
10/01/20	EX21-00132		5,874.00	122,357.65
10/01/20	EX21-00133		1,210.04	121,147.61
10/01/20	EX21-00134		1,650.00	119,497.61
10/01/20	EX21-00135		40.83	119,456.78
10/01/20	EX21-00137		2,013.05	117,443.73
10/01/20	EX21-00138		197,961.84	80,518.11-
10/01/20	EX21-00139		142.17	80,660.28-
10/09/20	PR21-00021	20201009-REG	95,393.86	176,054.14-
		Total for 10/2020	.00	305,510.67
		Net Change	305,510.67-	
		Total for 09 - CHARTER SCHOOLS SPECIAL REV FD	902,411.85	1,078,465.99
		Net Change	176,054.14-	

$176,054.14 + 2,651,433.43 = 2,475,379$

Recap by Resource

Rsrc-PY	Bal Forward	Debit	Credit	Ending Bal	Resource Description
0000-0	.00	314,676.88	364,449.65	49,772.77-	NO REPORTING REQUIREM
0000-1	.00	325,874.67	332,480.73	6,606.06-	NO REPORTING REQUIREM
1100-0	.00	4,272.37		4,272.37	STATE LOTTERY
1100-1	.00	3,745.25		3,745.25	STATE LOTTERY
1400-0	.00		64,311.00	64,311.00-	PROPOSITION 30 (EPA)
1400-1	.00		60,986.00	60,986.00-	PROPOSITION 30 (EPA)
3010-0	.00		5,898.87	5,898.87-	NCLB TITLE I: LOW-INC/NEC
3010-1	.00		7,699.52	7,699.52-	NCLB TITLE I: LOW-INC/NEC
3210-0	.00	5,963.00		5,963.00	CARES ACT-ESSER FUND
3210-1	.00	10,560.00		10,560.00	CARES ACT-ESSER FUND
3220-0	.00	57,451.82	58,996.32	1,544.50-	CORONAVIRUS RELIEF FD
3220-1	.00	138,630.00	97,013.28	41,616.72	CORONAVIRUS RELIEF FD
4035-0	.00		6,342.26	6,342.26-	TITLE II:TEACHER QUALITY
4035-1	.00		11,908.77	11,908.77-	TITLE II:TEACHER QUALITY
4127-0	.00		5,617.27	5,617.27-	TITLE IV
4127-1	.00		7,030.16	7,030.16-	TITLE IV
6030-1	.00		43,410.86	43,410.86-	CHARTER SCH. FACILITIES
6300-0	.00	3,736.39	17.44	3,718.95	LOTTERY: INSTRUCTIONAL
6300-1	.00	2,462.48	16.58	2,445.90	LOTTERY: INSTRUCTIONAL

Recap by Resource

Rsrc-PY	Bal Forward	Debit	Credit	Ending Bal	Resource Description
7085-0	.00	5,021.42		5,021.42	LSCCP GRANT
7085-1	.00	5,372.57		5,372.57	LSCCP GRANT
7388-0	.00		708.54	708.54-	Protective Equipment/Cleanin
7388-1	.00		1,092.57	1,092.57-	Protective Equipment/Cleanin
7420-0	.00	11,947.00	10,486.17	1,460.83	STATE LEARNING LOSS MI
7420-1	.00	12,698.00		12,698.00	STATE LEARNING LOSS MI
	.00	902,411.85	1,078,465.99	176,054.14-	

76 - WARRANT/PASS-THROUGH			Fiscal Year 2020/21		
JE #	Description	Debits	Credits	Running Balance	
07/09/20	CT21-00003		1,113.58	1,113.58-	
07/09/20	EX21-00003		1,220.31	2,333.89-	
07/09/20	EX21-00006		1,823.52	4,157.41-	
07/09/20	PR21-00005	2,934.47	1,786.32	3,009.26-	
07/10/20	CT21-00001		14,588.62	17,597.88-	
07/10/20	CT21-00002		3,436.13	21,034.01-	
07/10/20	PR21-00001	45,583.55	22,454.64	2,094.90	
07/10/20	PR21-00002		402.00	1,692.90	
07/10/20	PR21-00004	11,787.08	5,374.57	8,105.41	
07/23/20	EX21-00031		396.84	7,708.57	
07/24/20	CT21-00011		16,774.37	9,065.80-	
07/24/20	PR21-00006	53,465.24	25,911.71	18,487.73	
07/24/20	PR21-00007		402.00	18,085.73	
		Total for 7/2020	113,770.34	95,684.61	
Net Change		18,085.73			
08/06/20	EX21-00041		1,181.67	16,904.06	
08/10/20	CT21-00022		26,304.86	9,400.80-	
08/10/20	PR21-00009	86,122.52	43,379.19	33,342.53	
08/10/20	PR21-00010		475.35	32,867.18	
08/14/20	CT21-00081		15,371.31	17,495.87	
08/26/20	CT21-00095		28,393.28	10,897.41-	
08/26/20	PR21-00012	91,931.13	47,032.96	34,000.76	
08/26/20	PR21-00013		475.35	33,525.41	
08/27/20	EX21-00079		407.96	33,117.45	
		Total for 8/2020	178,053.65	163,021.93	
Net Change		15,031.72			
09/10/20	CT21-00146		29,648.74	3,468.71	
09/10/20	EX21-00098		3,655.88	187.17-	
09/10/20	PR21-00015	94,891.04	48,703.92	45,999.95	
09/10/20	PR21-00016		475.35	45,524.60	
09/17/20	CT21-00192		26,547.70	18,976.90	
09/24/20	EX21-00124		407.96	18,568.94	
09/25/20	CT21-00199		35,820.15	17,251.21-	
09/25/20	PR21-00018	115,991.55	63,269.21	35,471.13	
09/25/20	PR21-00019		550.35	34,920.78	
		Total for 9/2020	210,882.59	209,079.26	
Net Change		1,803.33			
10/01/20	EX21-00136		1,827.94	33,092.84	
10/05/20	CT21-00242		27,784.88	5,307.96	
10/09/20	PR21-00021	95,393.86	48,878.72	51,823.10	
10/09/20	PR21-00022		475.35	51,347.75	
		Total for 10/2020	95,393.86	78,966.89	
Net Change		16,426.97			
Total for 76 - WARRANT/PASS-THROUGH		598,100.44	546,752.69		
Net Change		51,347.75			

Recap by Resource

Rsrc-PY	Bal Forward	Debit	Credit	Ending Bal	Resource Description
Selection	Grouped by Fund and JE Date, Filtered by (Org = 58, Fiscal Year = 2021, Restricted Accts? = Y, No Detail? = Y)				ESCAPE ONLINE
					Page 6 of 8

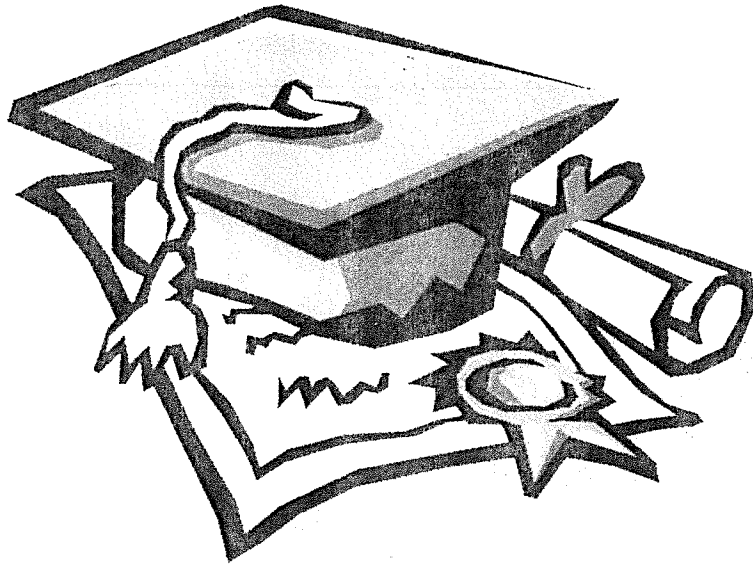
76 - WARRANT/PASS-THROUGH

Fiscal Year 2020/21

Recap by Resource

<u>Rsrc-PY</u>	<u>Bal Forward</u>	<u>Debit</u>	<u>Credit</u>	<u>Ending Bal</u>	<u>Resource Description</u>
-	.00	598,100.44	535,830.61	62,269.83	
0000-0	.00		5,461.03	5,461.03-	NO REPORTING REQUIREM
0000-1	.00		5,461.05	5,461.05-	NO REPORTING REQUIREM
	.00	598,100.44	546,752.69	51,347.75	

JE #	Description	Debits	Credits	Running Balance
Total for Org Charter Academy of the Redwoods		<u>1,500,512.29</u>	<u>1,625,218.68</u>	



Redwood Academy of Ukiah

Unaudited Actuals 2019-2020

September 8, 2020
James Switzer, Chief Financial Officer

**Redwood Academy of Ukiah
Unaudited Actuals 2019-2020**

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**Redwood Academy of Ukiah
Unaudited Actuals 2019-2020**

Redwood Academy of Ukiah is required to submit Unaudited Actuals for 2019-2020.

At the Audit ending June 30, 2010, our auditors asked us to use a different accounting methodology in the preparation of the Unaudited Actuals. Up to that year, we had been using the same method as school districts (i.e. Modified Accrual Basis). This is still represented on our working budgets, but the Auditor's wish is to have the Unaudited Actuals align with their reports, which use the Full Accrual Method of Accounting. This shows the posting of activity related to Capital Assets and Student Body Accounts to the General Ledger. These entries are currently reflected as a part of the Redwood Academy's Unaudited Actuals.

The following narrative provides the differences between the Charter School's 2019-2020 Unaudited Actuals and the latest 2019-2020 working budget, adopted June 9, 2020 (the budget presented with the Estimated Actuals).

ASSUMPTIONS AT ESTIMATED ACTUALS

At the time of Estimated Actuals, the world and our school financial situation were at historic uncertainties. Our spending had all but stopped as the actual school classrooms were entirely conducted off campus via zoom meetings online with students. We were struggling to see where the state budget was going to end up as far as LCFF funding, and we were facing extreme cuts into this year's (2020-2021) funding. As it turned out, the State did ensure that schools got their funding for 2019-2020, and that future years did not see cuts in the LCFF, but COLA's have been suspended for the time being. Revenues will be, for the next few years, at a flat level, using 2019-2020 entitlements. Many of the differences in spending and some revenue presented in this report was due to the uncertainties of the time that the Estimated Actuals were proposed.

GENERAL PURPOSE STATE AID

The state has been using the Local Control Funding Formulae (LCFF) for seven years now to apportion state revenue to the schools of California. Our total LCFF for State Aid was close to budgeted amounts, receiving \$124 more than budgeted at Estimated Actuals.

FEDERAL REVENUES

Our estimates for Federal Restricted Revenues were \$4,248 less than what was actually received. Our title I money was revised in the last month for P-2 adjustment which was unexpected

**Redwood Academy of Ukiah
Unaudited Actuals 2019-2020**

but not uncommon; usually the adjustment is not so large. There was a slight adjustment of \$81 in Title II.

STATE REVENUES

State Revenues came in about \$5,181 more than budgeted in June, due almost completely to State Lottery money coming in more than expected,.

LOCAL REVENUES

When one looks at the local revenue section of our budget, it looks like we have underestimated by quite a bit, but this is deceiving. As mentioned previously, we are required at the Unaudited Actuals to report our Student Body funds and expenses, along with capital expenses and depreciation. We do not consider these in reporting our Estimated Actuals and other budget reports throughout the year, as Student Body Funds are not part of the general fund nor is capital assets not considered in cash accounts. As a result, the local revenues include transactions made through the Student Body Fund, which totaled \$10,015. Also, third and fourth quarter interest came in a slightly higher, (\$20,515 as compared to 18,500). If Student Body Funds are taken out of the Local Revenue, this would bring the General fund local revenue to \$2,238 less than June's projection. This was mostly due to not reducing the local revenue 8699, which was quite a bit less because of activities that did not happen that usually contribute to that object. We actually receive contributions from other districts for participating in our Robotics Competitions that we host for the county, and this was one more thing that ceased during the pandemic crisis.

However, total Revenues including State, Federal, and local funding came in about \$7,315 more than budgeted in June.

SALARIES AND BENEFITS

The total estimate of salaries for Certificated for the budget at Estimated Actuals was very close to the Unaudited Actuals, with a difference of about \$145. Classified wages and salaries, the 2000 series, usually a difficult group to budget, was only underestimated in the June budget by about \$79. The benefits portion was also overestimated by \$6,891, mostly in the STRS and health benefits categories when comparing the Estimated Actuals to the final Unaudited Actuals.

**Redwood Academy of Ukiah
Unaudited Actuals 2019-2020**

MATERIALS AND SUPPLIES

For the 4000 series, Materials and Supplies, we did end up spending quite a bit more than figured at the Estimated Actuals by \$7,907. This happened because a decision was made after Estimated Actuals that since this year we had predicted a healthy increase in fund balance this would be a good time to redo some of our older carpets in Irvine and Exeter.

SERVICES AND OPERATING EXPENDITURES

Services and operating expenses, our 5000 expenditures, look very different from our Estimated Actuals only in the object code 5800, services category. This difference is less when student body expenses of \$6,903 are removed. After this adjustment is done, we ended up spending about \$6,147 less in the 5000 series than budgeted, mostly in 5800 spending. However, we finally received our final bill from UUSD for SPED services, it came in quite a bit higher than at the initial estimate in March, it was almost \$200 per ADA more, about 30,000 more than estimated at our June budget, so for the 5000 series, taking out the student body funds, we ended up spending 23,481 more than figured in the Estimated Actuals

Total expenditures were \$24,721 more than at the June budget.

FUND BALANCE

By being conservative in both our revenue projections and being frugal with our expenses, we did manage an increase in fund balance , however it was less than anticipated with the SPED invoice. Our Unaudited Actuals show a beginning balance of \$1,449,695 and an increase of \$108,033 resulting in an ending fund balance of \$1,557,728. Our budgets at Interim reports and Estimated Actuals do not include Capital Assets, their depreciation expenses, nor do we include the Student Body Funds. If we take these factors out, our budget increase and balances are summarized as follows:

Beginning Balance:	\$1,301,144
Revenues:	\$1,555,742
Expenses	\$1,448,336
Net increase in fund balance	\$107,406
Ending fund balance	\$1,408,550

**Redwood Academy of Ukiah
Unaudited Actuals 2019-2020**

On the estimated actuals we had predicted a net increase of \$124,812, the \$17,406 difference mostly due to the increase in Title I and lottery revenue, and the SPED encroachment.

The Unaudited actuals for Accelerated Achievement Academy will be discussed in a separate report.

**Redwood Academy of Ukiah
Unaudited Actuals 2019-2020**

**APPENDIX A
Combined Cash Balances for both schools 2020-2021**

	Estimated beginning cash 7/1/2020	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,391,948	1,450,096	1,422,008	1,494,025	1,684,686	1,586,749	1,627,014	1,642,232	1,474,064	1,431,022	1,338,353	1,245,683	1,228,121
AA	1,256,839	1,322,219	1,281,960	1,308,085	1,427,014	1,413,762	1,432,657	1,433,246	1,265,502	1,214,080	1,120,450	1,026,821	1,145,218
total combined cash in county	2,648,787	2,772,315	2,703,969	2,802,109	3,011,700	3,000,511	3,059,671	3,075,478	2,739,566	2,645,102	2,458,803	2,272,504	2,373,339

Combined Cash Balances for both schools 2021-2022

	Estimated beginning cash 7/1/2022	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,228,121	1,313,297	1,358,469	1,502,591	1,618,300	1,710,394	1,765,991	1,796,541	1,646,298	1,621,181	1,546,436	1,471,691	1,419,973
AA	1,145,218	1,223,168	1,268,685	1,380,164	1,482,833	1,571,862	1,625,250	1,641,815	1,478,371	1,449,763	1,360,432	1,271,101	1,221,844
total combined cash in county	2,373,339	2,536,465	2,627,154	2,882,755	3,101,134	3,282,256	3,391,242	3,438,356	3,124,668	3,070,944	2,906,868	2,742,792	2,641,817

Combined Cash Balances for both schools 2022-2023

	Estimated beginning cash 7/1/2022	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,419,973	1,507,093	1,554,209	1,700,079	1,817,537	1,904,067	1,951,911	1,974,708	1,817,153	1,784,724	1,702,667	1,620,610	1,561,580
AA	1,221,844	1,298,154	1,342,032	1,451,422	1,552,004	1,631,478	1,676,392	1,684,483	1,513,571	1,477,497	1,380,700	1,283,902	1,227,179
total combined cash in county	2,641,817	2,805,248	2,896,240	3,151,502	3,369,541	3,535,545	3,628,303	3,659,190	3,330,724	3,262,221	3,083,367	2,904,512	2,788,759

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: Redwood Academy of the Redwoods
 CDS #: 23656152330413 (17) accrual
 Charter Approving Entity: UKIAH UNIFIED SCHOOL DISTRICT
 County: MENDOCINO
 Charter #: 0271

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, 7438, 9400-9489, 9660-9669, 9796, and 9797)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	893,997.00		893,997.00
Education Protection Account State Aid - Current Year	8012	132,291.00		132,291.00
State Aid - Prior Years	8019	63.00		63.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	375,552.00		375,552.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,401,903.00	0.00	1,401,903.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		67,345.00	67,345.00
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			0.00
Total, Federal Revenues		0.00	67,345.00	67,345.00
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	31,707.49	11,283.55	42,991.04
Total, Other State Revenues		31,707.49	11,283.55	42,991.04
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	48,496.74	5,021.42	53,518.16
Total, Local Revenues		48,496.74	5,021.42	53,518.16
5. TOTAL REVENUES				
		1,482,107.23	83,649.97	1,565,757.20
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	333,562.23	38,122.09	371,684.32
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	68,207.28	2,510.40	70,717.68
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		401,769.51	40,632.49	442,402.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	28,812.24	12,546.61	41,358.85
Noncertificated Support Salaries	2200	87,375.09		87,375.09
Noncertificated Supervisors' and Administrators' Salaries	2300	59,562.75		59,562.75
Clerical, Technical and Office Salaries	2400	59,049.54	876.41	59,925.95
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		234,799.62	13,423.02	248,222.64

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

July 1, 2019 to June 30, 2020

Charter School Name: Redwood Academy of the Redwoods

CDS #: 23656152330413 (17) accrual

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	67,563.76	7,608.35	75,172.11
PERS	3201-3202	43,332.81	1,625.13	44,957.94
OASDI / Medicare / Alternative	3301-3302	23,641.14	1,381.89	25,023.03
Health and Welfare Benefits	3401-3402	162,138.67	11,636.58	173,775.25
Unemployment Insurance	3501-3502	318.96	26.99	345.95
Workers' Compensation Insurance	3601-3602	8,057.40	763.29	8,820.69
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		305,052.74	23,042.23	328,094.97
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	6,123.28		6,123.28
Books and Other Reference Materials	4200	982.35		982.35
Materials and Supplies	4300	34,158.61	11,367.42	45,526.03
Noncapitalized Equipment	4400	44,538.99		44,538.99
Food	4700	7,471.90		7,471.90
Total, Books and Supplies		93,275.13	11,367.42	104,642.55
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	1,115.82		1,115.82
Dues and Memberships	5300	3,563.00		3,563.00
Insurance	5400	9,791.00		9,791.00
Operations and Housekeeping Services	5500	32,119.07		32,119.07
Rentals, Leases, Repairs, and Noncap. Improvements	5600	55,081.65		55,081.65
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	211,148.46	30.00	211,178.46
Communications	5900	11,016.19		11,016.19
Total, Services and Other Operating Expenditures		323,835.19	30.00	323,865.19
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
Depreciation Expense (accrual basis only)	6900	10,496.88		10,496.88
Total, Capital Outlay		10,496.88	0.00	10,496.88
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		1,369,229.07	88,495.16	1,457,724.23

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

July 1, 2019 to June 30, 2020

Charter School Name: Redwood Academy of the Redwoods

CDS #: 23656152330413 (17) accrual

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		112,878.16	(4,845.19)	108,032.97
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	(4,845.19)	4,845.19	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(4,845.19)	4,845.19	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		108,032.97	0.00	108,032.97
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,396,596.53	53,098.00	1,449,694.53
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		1,396,596.53	53,098.00	1,449,694.53
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,504,629.50	53,098.00	1,557,727.50
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	142,038.75		142,038.75
b. Restricted Net Position	9797		53,098.00	53,098.00
c. Unrestricted Net Position	9790A	1,362,590.75	0.00	1,362,590.75

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

July 1, 2019 to June 30, 2020

Charter School Name: Redwood Academy of the Redwoods

CDS #: 23656152330413 (17) accrual

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,347,636.81	45,050.73	1,392,687.54
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	7,138.74		7,138.74
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				
	9200	169,410.84	8,755.81	178,166.65
3. Accounts Receivable				
	9290			0.00
4. Due from Grantor Governments				
	9320			0.00
5. Stores				
	9330	17,307.69		17,307.69
6. Prepaid Expenditures (Expenses)				
	9340			0.00
7. Other Current Assets				
	9400-9489	142,038.75		142,038.75
8. Capital Assets (accrual basis only)				
9. TOTAL ASSETS		1,685,532.92	53,806.54	1,739,339.46
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	180,903.42	708.54	181,611.96
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		180,903.42	708.54	181,611.96
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 (G9 + H2) - (I6 + J2) (must agree with Line F2)		1,504,629.50	53,098.00	1,557,727.50

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: Redwood Academy of the Redwoods
CDS #: 23656152330413 (17) accrual

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

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: Redwood Academy of the Redwoods
CDS #: 23656152330413 (17) accrual

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

Results of this calculation will be used for comparison with 2018-19 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 2021-22.

a. Total Expenditures (B8)	<u>1,457,724.23</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>67,345.00</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>1,390,379.23</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]	<u>10,496.88</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	<u>\$ 1,379,882.35</u>



**ACCELERATED ACHIEVEMENT
ACADEMY**

Unaudited Actuals 2019-2020

**September 8, 2020
James Switzer, Chief Financial Officer**

**Accelerated Achievement Academy
Unaudited Actuals 2019-2020**

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**Accelerated Achievement Academy
Unaudited Actuals 2019-2020**

Accelerated Achievement Academy is required to submit Unaudited Actuals for 2019-2020.

At the Audit ending June 30, 2010, our auditors asked us to use a different accounting methodology in the preparation of the Unaudited Actuals. Up to that year, we had been using the same method as school districts (i.e. Modified Accrual Basis). This is still represented on our working budgets, but the Auditor's wish is to have the Unaudited Actuals align with their reports, which use the Full Accrual Method of Accounting. This shows the posting of activity related to Capital Assets and Student Body Accounts to the General Ledger. These entries are currently reflected as a part of the Redwood Academy's Unaudited Actuals.

The following narrative provides the differences between the Charter School's 2019-2020 Unaudited Actuals and the latest 2019-2020 working budget, adopted June 9, 2020 (the budget presented with the Estimated Actuals).

ASSUMPTIONS AT ESTIMATED ACTUALS

At the time of Estimated Actuals, the world and our school financial situation were at historic uncertainties. Our spending had all but stopped as the actual school classrooms were entirely conducted off campus via zoom meetings online with students. We were struggling to see where the state budget was going to end up as far as LCFF funding, and we were facing extreme cuts into this year's (2020-2021) funding. As it turned out, the State did ensure that schools got their funding for 2019-2020, and that future years did not see cuts in the LCFF, but COLA's have been suspended for the time being. Revenues will be, for the next few years, at a flat level, using 2019-2020 entitlements. Many of the differences in spending and some revenue presented in this report was due to the uncertainties of the time that the Estimated Actuals were proposed.

GENERAL PURPOSE STATE AID

The state has been using the Local Control Funding Formulae (LCFF) for seven years now to apportion state revenue to the schools of California. Our total LCFF for State Aid was underestimated because of an unexpected adjustment in a previous year. The total difference from the Estimated Actuals was \$21,776.

FEDERAL REVENUES

Our estimates for Federal Restricted Revenues were \$110 less than what was actually received. This was all due to an adjustment in Title II revenue, which is typical.

Accelerated Achievement Academy
Unaudited Actuals 2019-2020

STATE REVENUES

State Revenues came in \$16,005 less than budgeted in June, due almost completely to the Facility grant that we apply for was oversubscribed, and we ended up receiving \$115,000 less than budgeted (there was also an adjustment from the previous year). We also received \$2400 less in lottery than anticipated.

LOCAL REVENUES

When one looks at the local revenue section of our budget, it looks like we have underestimated by quite a bit, but this is deceiving. As mentioned previously, we are required at the Unaudited Actuals to report our Student Body funds and expenses, along with capital expenses and depreciation. We do not consider these in reporting our Estimated Actuals and other budget reports throughout the year, as Student Body Funds are not part of the general fund nor is capital assets not considered in cash accounts. As a result, the local revenues include transactions made through the Student Body Fund, which totaled \$10,015. Also, third and fourth quarter interest came in a slightly higher, (\$20,515 as compared to 18,500). If Student Body Funds are taken out of the Local Revenue, this would bring the General fund local revenue to \$54 more than June's projection.

However, total Revenues including State, Federal, and local funding came in about \$37,617 less than budgeted in June, because of the aforementioned adjustment in LCFF revenue from previous year, and the difference in the Facility Grant.

SALARIES AND BENEFITS

The total estimate of salaries for Certificated for the budget at Estimated Actuals was very close to the Unaudited Actuals, with a difference of about \$559 less. Classified wages and salaries, the 2000 series, usually a difficult group to budget, was overestimated in the June budget by about \$5,620. Usually we have a lot more projects to work on in June, but because of COVID cancelling the fair, we did not have to vacate facilities. The benefits portion was also overestimated by \$1,454 when comparing the Estimated Actuals to the final Unaudited Actuals.

MATERIALS AND SUPPLIES

For the 4000 series, Materials and Supplies, the final expenses were only overspent by \$1,293.

**Accelerated Achievement Academy
Unaudited Actuals 2019-2020**

SERVICES AND OPERATING EXPENDITURES

Services and operating expenses, our 5000 expenditures, look materially different from our Estimated Actuals only in the object code 5800, services category. This difference is even more less when student body expenses of \$6,903 are removed. After this adjustment is done, we ended up spending about \$9,744 less in the 5000 series than budgeted, mostly in 5800 spending, mostly due to not having students on campus. However, we did finally get our SPED invoice am it came in quite a bit higher than estimated at the June budget, almost 200 more ,per ADA, about 27,000 more.

As a result our 5000 series ended up being \$18,000 more than anticipated, and our total expenditures were 12,825 more than set at the Estimated Actuals

FUND BALANCE

Due to previous year adjustments in our LCFF , receiving substantially less revenue from our Facility grant, and receiving a larger than anticipated SPED invoice, we did show a decrease in fund balance, which was not anticipated at Estimated Actuals. Our Unaudited Actuals show a beginning balance of \$1,437,378 and an decrease of \$4,125 resulting in an ending fund balance of \$1,433,253. Our budgets at Interim reports and Estimated Actuals do not include Capital Assets, their depreciation expenses, nor do we include the Student Body Funds. If we take these factors out, our budget increase and balances are summarized as follows:

Beginning Balance:	\$1,307,613
Revenues:	\$1,735,270
Expenses	\$1,738,629
Net decrease in fund balance	\$(3359)
Ending fund balance	\$1,304,254

On the estimated actuals we had predicted a net increase of \$47,084, the \$50,443 difference mostly due to the increase in the aforementioned revenue and expense adjustments.

The Unaudited actuals for Redwood Academy will be discussed in a separate report.

**Accelerated Achievement Academy
Unaudited Actuals 2019-2020**

**APPENDIX A
Combined Cash Balances for both schools 2020-2021**

	Estimated beginning cash 7/1/2020	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,391,948	1,450,096	1,422,008	1,494,025	1,584,686	1,586,749	1,627,014	1,642,232	1,474,064	1,431,022	1,338,353	1,245,683	1,228,121
AA	1,256,839	1,322,219	1,281,960	1,308,085	1,427,014	1,413,762	1,432,657	1,433,246	1,265,502	1,214,080	1,120,450	1,026,821	1,145,218
total combined cash in county	2,648,787	2,772,315	2,703,969	2,802,109	3,011,700	3,000,511	3,059,671	3,075,478	2,739,566	2,645,102	2,458,803	2,272,504	2,373,339

Combined Cash Balances for both schools 2021-2022

	Estimated beginning cash 7/1/2022	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,228,121	1,313,297	1,358,469	1,502,591	1,618,300	1,710,394	1,765,991	1,796,541	1,646,298	1,621,181	1,546,436	1,471,691	1,419,973
AA	1,145,218	1,223,168	1,268,685	1,380,164	1,482,833	1,571,862	1,625,250	1,641,815	1,478,371	1,449,763	1,360,432	1,271,101	1,221,844
total combined cash in county	2,373,339	2,536,465	2,627,154	2,882,755	3,101,134	3,282,256	3,391,242	3,438,356	3,124,668	3,070,944	2,906,868	2,742,792	2,641,817

Combined Cash Balances for both schools 2022-2023

	Estimated beginning cash 7/1/2022	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,419,973	1,507,093	1,554,209	1,700,079	1,817,537	1,904,067	1,951,911	1,974,708	1,817,153	1,784,724	1,702,667	1,620,610	1,561,580
AA	1,221,844	1,298,154	1,342,032	1,451,422	1,552,004	1,631,478	1,676,392	1,684,483	1,513,571	1,477,497	1,380,700	1,283,902	1,227,179
total combined cash in county	2,641,817	2,805,248	2,896,240	3,151,502	3,369,541	3,535,545	3,628,303	3,659,190	3,330,724	3,262,221	3,083,367	2,904,512	2,788,759

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: ACCELERATED ACHIEVEMENT ACADEMY
 CDS #: 23656152330454 (8) ACCURAL
 Charter Approving Entity: UKIAH UNIFIED SCHOOL DISTRICT
 County: MENDOCINO
 Charter #: 0439

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, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	982,370.00		982,370.00
Education Protection Account State Aid - Current Year	8012	122,329.00		122,329.00
State Aid - Prior Years	8019	(6.00)		(6.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	363,422.00		363,422.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,468,115.00	0.00	1,468,115.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		89,522.00	89,522.00
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			0.00
Total, Federal Revenues		0.00	89,522.00	89,522.00
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	23,576.99	110,741.09	134,318.08
Total, Other State Revenues		23,576.99	110,741.09	134,318.08
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	47,957.77	5,372.57	53,330.34
Total, Local Revenues		47,957.77	5,372.57	53,330.34
5. TOTAL REVENUES				
		1,539,649.76	205,635.66	1,745,285.42
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	401,893.19	50,855.18	452,748.37
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	59,295.28	3,054.32	62,349.60
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		461,188.47	53,909.50	515,097.97
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	79,124.17	20,323.39	99,447.56
Noncertificated Support Salaries	2200	94,482.22		94,482.22
Noncertificated Supervisors' and Administrators' Salaries	2300	79,264.04		79,264.04
Clerical, Technical and Office Salaries	2400	65,694.86	428.56	66,123.42
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		318,565.29	20,751.95	339,317.24

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: ACCELERATED ACHIEVEMENT ACADEMY

CDS #: 23656152330454 (8) ACCURAL

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	93,498.96	9,713.32	103,212.28
PERS	3201-3202	43,461.76	3,246.14	46,707.90
OASDI / Medicare / Alternative	3301-3302	25,744.95	2,195.92	27,940.87
Health and Welfare Benefits	3401-3402	173,258.23	13,427.81	186,686.04
Unemployment Insurance	3501-3502	389.97	37.19	427.16
Workers' Compensation Insurance	3601-3602	9,858.47	1,053.89	10,912.36
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		346,212.34	29,674.27	375,886.61
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	2,265.06		2,265.06
Books and Other Reference Materials	4200	548.52		548.52
Materials and Supplies	4300	38,185.50	9,809.27	47,994.77
Noncapitalized Equipment	4400	15,212.30	507.87	15,720.17
Food	4700	9,899.00		9,899.00
Total, Books and Supplies		66,110.38	10,317.14	76,427.52
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	415.82		415.82
Dues and Memberships	5300	3,523.00		3,523.00
Insurance	5400	8,523.00		8,523.00
Operations and Housekeeping Services	5500	9,440.21	33,507.59	42,947.80
Rentals, Leases, Repairs, and Noncap. Improvements	5600	92,549.04	73,239.65	165,788.69
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	198,370.20	7,207.27	205,577.47
Communications	5900	10,023.53		10,023.53
Total, Services and Other Operating Expenditures		322,844.80	113,954.51	436,799.31
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
Depreciation Expense (accrual basis only)	6900	5,881.28		5,881.28
Total, Capital Outlay		5,881.28	0.00	5,881.28
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		1,520,802.56	228,607.37	1,749,409.93

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: ACCELERATED ACHIEVEMENT ACADEMY

CDS #: 23656152330454 (8) ACCURAL

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		18,847.20	(22,971.71)	(4,124.51)
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	(22,971.71)	22,971.71	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(22,971.71)	22,971.71	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(4,124.51)	0.00	(4,124.51)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,371,432.68	65,945.00	1,437,377.68
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		1,371,432.68	65,945.00	1,437,377.68
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		1,367,308.17	65,945.00	1,433,253.17
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	121,859.59		121,859.59
b. Restricted Net Position	9797		65,945.00	65,945.00
c. Unrestricted Net Position	9790A	1,245,448.58	0.00	1,245,448.58

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: **ACCELERATED ACHIEVEMENT ACADEMY**

CDS #: 23656152330454 (8) ACCURAL

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	1,218,509.70	37,592.91	1,256,102.61
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	7,138.74		7,138.74
In Revolving Fund	9130	2,000.10		2,000.10
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	172,362.84	33,478.65	205,841.49
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	14,391.70		14,391.70
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489	121,859.59		121,859.59
9. TOTAL ASSETS		1,536,262.67	71,071.56	1,607,334.23
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	168,954.50	5,126.56	174,081.06
2. Due to Grantor Governments				
	9590			0.00
3. Current Loans				
	9640			0.00
4. Unearned Revenue				
	9650			0.00
5. Long-Term Liabilities (accrual basis only)				
	9660-9669			0.00
6. TOTAL LIABILITIES		168,954.50	5,126.56	174,081.06
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 (G9 + H2) - (I6 + J2) (must agree with Line F2)				
		1,367,308.17	65,945.00	1,433,253.17

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: ACCELERATED ACHIEVEMENT ACADEMY
CDS #: 23656152330454 (8) ACCURAL

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

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: ACCELERATED ACHIEVEMENT ACADEMY
CDS #: 23656152330454 (8) ACCURAL

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

Results of this calculation will be used for comparison with 2018-19 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 2021-22.

a. Total Expenditures (B8)	<u>1,749,409.93</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>89,522.00</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>1,659,887.93</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]	<u>5,881.28</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ <u><u>1,654,006.65</u></u>

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: COMBINED ACTIVITIES OF CHARTER ACADEMY OF THE REDWOC
 CDS #: COMBINED ACTIVITIES OF CHARTER ACADEMY
 Charter Approving Entity: UKIAH UNIFIED SCHOOL DISTRICT
 County: MENDOCINO
 Charter #: 0

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, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,876,367.00		1,876,367.00
Education Protection Account State Aid - Current Year	8012	254,620.00		254,620.00
State Aid - Prior Years	8019	57.00		57.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	738,974.00		738,974.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		2,870,018.00	0.00	2,870,018.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		156,867.00	156,867.00
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			0.00
Total, Federal Revenues		0.00	156,867.00	156,867.00
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	55,284.48	122,024.64	177,309.12
Total, Other State Revenues		55,284.48	122,024.64	177,309.12
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	96,454.51	10,393.99	106,848.50
Total, Local Revenues		96,454.51	10,393.99	106,848.50
5. TOTAL REVENUES				
		3,021,756.99	289,285.63	3,311,042.62
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	735,455.42	88,977.27	824,432.69
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	127,502.56	5,564.72	133,067.28
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		862,957.98	94,541.99	957,499.97
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	107,936.41	32,870.00	140,806.41
Noncertificated Support Salaries	2200	181,857.31		181,857.31
Noncertificated Supervisors' and Administrators' Salaries	2300	138,826.79		138,826.79
Clerical, Technical and Office Salaries	2400	124,744.40	1,304.97	126,049.37
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		553,364.91	34,174.97	587,539.88

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: COMBINED ACTIVITIES OF CHARTER ACADEMY OF THE REDWOC
CDS #: COMBINED ACTIVITIES OF CHARTER ACADEMY

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	161,062.72	17,321.67	178,384.39
PERS	3201-3202	86,794.57	4,871.27	91,665.84
OASDI / Medicare / Alternative	3301-3302	49,386.09	3,577.81	52,963.90
Health and Welfare Benefits	3401-3402	335,396.90	25,064.39	360,461.29
Unemployment Insurance	3501-3502	708.93	64.18	773.11
Workers' Compensation Insurance	3601-3602	17,915.87	1,817.18	19,733.05
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		651,265.08	52,716.50	703,981.58
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	8,388.34		8,388.34
Books and Other Reference Materials	4200	1,530.87		1,530.87
Materials and Supplies	4300	72,344.11	21,176.69	93,520.80
Noncapitalized Equipment	4400	59,751.29	507.87	60,259.16
Food	4700	17,370.90		17,370.90
Total, Books and Supplies		159,385.51	21,684.56	181,070.07
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	1,531.64		1,531.64
Dues and Memberships	5300	7,086.00		7,086.00
Insurance	5400	18,314.00		18,314.00
Operations and Housekeeping Services	5500	41,559.28	33,507.59	75,066.87
Rentals, Leases, Repairs, and Noncap. Improvements	5600	147,630.69	73,239.65	220,870.34
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	409,518.66	7,237.27	416,755.93
Communications	5900	21,039.72		21,039.72
Total, Services and Other Operating Expenditures		646,679.99	113,984.51	760,664.50
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
Depreciation Expense (accrual basis only)	6900	16,378.16		16,378.16
Total, Capital Outlay		16,378.16	0.00	16,378.16
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		2,890,031.63	317,102.53	3,207,134.16

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: **COMBINED ACTIVITIES OF CHARTER ACADEMY OF THE REDWOC**
CDS #: **COMBINED ACTIVIES OF CHARTER ACADEMY**

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		131,725.36	(27,816.90)	103,908.46
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	(27,816.90)	27,816.90	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(27,816.90)	27,816.90	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		103,908.46	0.00	103,908.46
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	2,768,029.21	119,043.00	2,887,072.21
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		2,768,029.21	119,043.00	2,887,072.21
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,871,937.67	119,043.00	2,990,980.67
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	263,898.34		263,898.34
b. Restricted Net Position	9797		119,043.00	119,043.00
c. Unrestricted Net Position	9790A	2,608,039.33	0.00	2,608,039.33

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

July 1, 2019 to June 30, 2020

Charter School Name: COMBINED ACTIVITIES OF CHARTER ACADEMY OF THE REDWOOD
CDS #: COMBINED ACTIVITIES OF CHARTER ACADEMY

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	2,566,146.51	82,643.64	2,648,790.15
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	14,277.48		14,277.48
In Revolving Fund	9130	4,000.19		4,000.19
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
	9150			0.00
2. Investments	9200	341,773.68	42,234.46	384,008.14
3. Accounts Receivable	9290			0.00
4. Due from Grantor Governments	9320			0.00
5. Stores	9330	31,699.39		31,699.39
6. Prepaid Expenditures (Expenses)	9340			0.00
7. Other Current Assets				
8. Capital Assets (accrual basis only)	9400-9489	263,898.34		263,898.34
9. TOTAL ASSETS		3,221,795.59	124,878.10	3,346,673.69
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	349,857.92	5,835.10	355,693.02
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		349,857.92	5,835.10	355,693.02
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 (G9 + H2) - (I6 + J2) (must agree with Line F2)		2,871,937.67	119,043.00	2,990,980.67

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: COMBINED ACTIVITIES OF CHARTER ACADEMY OF THE REDWOOD
CDS #: COMBINED ACTIVITIES OF CHARTER ACADEMY

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

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: COMBINED ACTIVITIES OF CHARTER ACADEMY OF THE REDWOC
CDS #: COMBINED ACTIVITIES OF CHARTER ACADEMY

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

Results of this calculation will be used for comparison with 2018-19 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 2021-22.

a. Total Expenditures (B8)	<u>3,207,134.16</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>156,867.00</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>3,050,267.16</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]	<u>16,378.16</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	<u>\$ 3,033,889.00</u>

Redwood Academy of Ukiah Charter School Annual Report for the School Year 2019/2020

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:** 144
- 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:** 66,815 minutes for grades 7-12
- **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:** 12

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 2020, 94% 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 H), 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 Tier 2 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 while reading *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:** Classroom-based
- **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 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 grade 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 resource staff from the district's special education department, 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 15% 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 47% of its high school students enrolled in AP and Honors courses and an average of 60% of students on honor roll each quarter.**
- Instructional strategies used for special education students:** In 2019-20, 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 will be included in this program of services. RA maintains 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 works 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 work 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 will be forwarded to the agency's special education staff so that an educational plan may 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 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. During 2017-18, 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 5 students. Of the 5 students, 2 were reclassified as fully English proficient. The three remaining 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 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 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>2019-20 Goal</u>	<u>2019-20 Actual</u>	<u>2020-21 Goal</u>
Attendance	94%	98%	96%
Dropout Rate	0%	0%	0%
Graduation Rate	100%	100%	100%
Completion of UC Requirements	>85%	94%	>90%
Enrollment in 2- or 4- year college	>85%	63%	>85%
Other State and Testing Measures			
(Chronic Absenteeism)	3%	2.6%	3%
(Suspension Rate)	2%	3.9%	2%
(Expulsion Rate)	1%	0%	1%
(College/Career)	90%	91.3%	90%
(EL Reclassification)	50%	NA	50%
(AP Student Exam Pass Rate)	75%	79%	75%

Description of progress towards measurable student goals: In 2019-20, Redwood Academy met many of its goals. The exceptions are the goals regarding enrollment in a 2 or 4 year college and suspension rate. The goal regarding graduate enrollment in college was severely impacted by COVID 19 whereby many seniors decided to take a gap year due to the disruption the pandemic was causing to college campuses nationwide. The suspension rate reflects a total of six students being suspended in 2019-20, which was a higher number of students than the previous year. As a result, the Redwood Academy staff continues to look for ways to help prevent students from engaging in offenses for which suspension is the consequence. Additionally, the EL Reclassification goal could not be assessed for 2019-20 due to school campus closure in the spring, which prevented EL students from participating in ELPAC testing. Many of the goals pertain to relevant state indicators on the California School Dashboard, the state's accountability system. Most data, including the "Chronic Absenteeism" and "Suspension Rate" data, are reflective of 2019-20 data as reported in PowerSchool and Calpads, but the "College/Career" data reported is from the 2018-19 cohort (as this is currently the most recent data available on the CDE Dashboard site). The remaining CDE Dashboard academic indicators, which consist of data from English Language Arts and Mathematics data from CAASPP testing, are usually addressed in section C of this report, but are not applicable this year due to the cancellation of CAASPP testing in spring 2020 as a result of COVID 19.

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)	NA	Grade of "C" or higher in class	96%
	College Ready on CAASPP (11s only)	NA		
	AP Literature Pass Rate	77%		
	≥ Level 3 on ELPAC (ELs only)	NA		
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-Precalc	≥ Proficient on CAASPP(7,8, and 11s)	NA	Grade of "C" or higher in class	89%
	AP Calc Pass Rate	67%		
	College Ready on CAASPP (11s only)	NA		
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)	NA	Grade of "C" or higher in class	98%
	AP US Hist, US Gov, and Psych Pass Rates	40% (US Hist) 100% (USGov) 100% (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 ≥ Proficient on CAASPP Literacy (7,8, 11s)	NA NA	Grade of "C" or higher in class	93%
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	93%
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	100%
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)	37% (7s) 32% (9s)	Grade of "CR" in class	97%

Note: This chart is a compilation of data found in PowerSchool, College Board student test report data, and the PFT data in Appendix E. The PFT data is from 2018-19, as that data is always one year behind at the time of this report. CAASPP and CAST data for 2019-20 is unavailable due to COVID-19 and resulting campus closure.

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. For 2019-20, the only end-of-year standardized test data came from AP Exams. 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 with the exception of US History. 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 relatively well overall, but the school continues to focus on improving instruction and learning. Beginning in 2012-13, RA implemented new 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 sixth round of Smarter Balanced Assessments this coming spring as well as successfully implementing the state-provided interim assessments for a sixth year. In 2015-16, Redwood Academy added a part-time literacy curriculum coordinator position to help teachers implement CCSS aligned reading and writing exercises across the curriculum to aid in students' attainment of proficiency in literacy. The instructional focus in the next couple of years continues to include a successful transition to the Next Generation Science Standards, with the addition of a Physics course in 2020-21 and full implementation of the CAST, as well as the new social studies framework. In 2017-18 year, RA added a PLC focused solely on the science instruction and NGSS implementation, and, last year, 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.

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. Parent Advisory meetings were attended by a small group of parents. However, parent participation at the Open House and Demonstration Night was higher with approximately 81% of parents attending at least one of the two. Due to the COVID-19 campus closure, the usual parent satisfaction survey was replaced with a survey about distance and hybrid learning options for the 20-21 year--18% of parents responded to this survey. All major school field trips, including our school-wide college campus trips, included parent chaperones. In addition, our School Site Council included two parent members and our Board of Directors included four parents of current Redwood Academy and Accelerated Achievement Academy students, and one parent of Redwood Academy graduates.

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 Kip Webb, who has one Redwood Academy student, as chairperson. Director Shawna Aguilar, who now has two Redwood Academy students, was elected to serve as the corporation's clerk. The Board held seven

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, includes parent members and met three times, once in October 2019, once in December 2019, and once in February 2020. 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 LEA plan, the SPSA, the WASC action plan, and the Title I Parent Involvement Policy. The SSC also reviewed and provided input for RA's LCAP and Federal Addendum. 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: Over two hours of board training were conducted during the 2019-20 school year. The first quarter hour of training in October was conducted by CAR's Co-Executive Director, Elna Gordon, and consisted of an overview of the Dashboard local indicators. Another hour of training presented by CAR's Co-Executive Directors, Elna Gordon and Selah Sawyer, in January focused on reviewing previous training topics including Board duties and the Brown Act. Another half hour of training in May was conducted by CAR's Co-Executive Director, Elna Gordon, and focused on the charter renewal and AB 1505. An additional half hour of training was conducted by Selah Sawyer and Jim Switzer on 20-21 instructional model and budget information.

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 annual report	10/15/19
Elect Board directors	12/6/19
Elect Board chairperson and clerk	12/6/19
Approve board meeting dates	12/6/19
Approve School Accountability Report Card	1/21/20
Participate in training	10/15/19; 1/21/20; 5/5/20; 6/9/20
Approve MOU with UUSD	6/9/20
Approve Revisions to Board Policy 401.6 and 506	10/15/20; 5/5/20

Business

Approve and revise budgets/estimated actuals	12/6/20; 3/10/20; 6/9/20
Approve unaudited actuals	9/10/19; 10/15/19
Approve projected ADA for 2019-2020	10/15/19
Approve 1 st Interim Report 2 nd Interim Report	12/6/19; 3/10/20
Accept the audit report from Robertson, Cahill, and Associates	3/10/20
Approve Written Description of Internal Fiscal Management System and Calendar for Fiscal Services	5/5/20
Approve Educational Protection Account Expenditures	6/9/20

Educational

Approve Single Plan for Student Achievement 3/10/20

Personnel

Approve changes to the salary schedule 5/5/20, 6/9/20

Student Services

Approve overnight field trips 9/10/20

5. Summary data from the annual student/parent satisfaction survey: Due to campus closure resulting from COVID 19, the parent satisfaction survey was not administered to parents in March as usual. Instead, a parent survey regarding instructional models for the 20-21 school year was administered in May. While only 18% of parents responded, the surveys showed a preference for a hybrid learning model versus continued full distance learning, with 72% preferring hybrid learning of some kind and 18% preferring full distance learning. The student satisfaction surveys, which were also administered in May, included the usual questions regarding school satisfaction and also asked about possible hybrid learning schedule preferences for 20-21. The student surveys showed a need to continue to work on building a school climate where students feel like their classes are preparing them for college and where they feel comfortable talking to staff about their needs. When asked whether students would prefer full days every other day or half days every day as a hybrid learning model, 43% indicated a preference for full days, 37% indicated a preference for half days, and 21% did not share a preference. In all, student responses to the satisfaction survey were generally positive. Survey results are shared with the staff and reviewed by the School Site Council. In the 2019-20 school year, RA continued to work on college preparation by offering after school tutoring opportunities and a summer school program. We continued to provide published after school tutoring hours for all classes and a mandatory after-school tutorial for students in need of credit recovery. In focusing on students' college preparedness, we continued our annual traditions of hosting a community luncheon hosted by juniors and seniors focused on imparting information about colleges and college admissions. We also provided juniors and seniors with multiple opportunities to gain exposure to college opportunities, including attending Mendocino College's College and University Day and having a representative from Sonoma State University and alumni from UCSC, Berklee College of Music, and University of Montana come into the classroom to deliver presentations. Additionally, all students toured a college campus, and juniors with a cumulative 3.0 or higher were offered the opportunity to go on an overnight trip to UC Santa Cruz. In the 2014-15 school year, we also began providing more individual and whole-class college and financial aid counseling than in years prior with the addition of a Student Services Coordinator position to our staffing as well as increasing the amount of time spent on college and career information in Life and Leadership classes. Additionally, for the four years prior to 2019-20, we offered a week-long Career Bound program for the senior class with the intention of helping students feel better prepared to pursue a college degree in an identified field of interest. Finally, RA continued to work on building a positive school climate as part of both the WASC action plan and the LCAP. In doing so, RA continued to build on its Buddy Program in Life and Leadership whereby seventh and eighth graders are partnered with eleventh and twelfth grade mentors. We also contracted for a fourth year with Outward Bound to provide character and leadership training for all juniors, but, unfortunately, the trip that usually takes place in May had to be cancelled due to the pandemic. We are currently planning on sending both juniors and seniors on Outward Bound in 20-21. Also in an effort to promote a positive school climate, the Redwood Academy student council continued a quarterly award, named the President's award, whereby the student body nominates a fellow student for exhibiting strong character traits such as kindness, integrity, and effort.

Student Survey Results:

1. Is there an area of your life in which you have felt success this year?	Yes	No
	93.1%	6.9%

3. Do you feel like the school staff supports and values your efforts? What could the staff do to better support you?	Yes 87.4%	No 0.1%	Sometimes 11.5%
4. 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 79.3%	No 5.8%	Sometimes 14.9%
5. Do you feel that you can talk to the staff about your needs?	Yes 56.3%	No 4.6%	Sometimes 39.1%
6. Do you feel safe while at school? What makes you feel unsafe?	Yes 93.1%	No 6.9%	

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 office manager, with support from the chief fiscal officer, coordinator of technology, and clerks. 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 hired one certificated teacher during the summer of 2019. There were no additional certificated openings during the 2019-20 school year. Instructional Assistants and other classified staff are also hired based on an application process. In 2019-20, those classified staff serving in a position that provided instructional support also met NCLB 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 2019-20, Redwood Academy employed 10 classified staff members and 12 certificated staff members. Nine of the classified staff members and ten 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 2019-20, 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 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. Finally, females in grade seven and males in grade eight participated in scoliosis screening conducted by Dr. Williams. There were 4 students with screening scores outside of the normal range in 2019-20, but when there are scores outside of normal, parents are 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, mental health first aid, 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 one staff member is qualified to train staff in CPR and First Aid.

- **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 received training in mental health first aid, which included training in suicide prevention, prior to the start of 2019-20 school year.

4. Description of any revisions to the charter school board adopted health and safety policies: During 2019-20, CAR did revise the health and safety policy to include more specific language about suicide prevention, intervention, and postvention. CAR initially adopted board policy, BP 506, outlining our health and safety procedures in 2011 and added policy specific to suicide prevention in 2018. Last year, 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: Redwood Academy maintained the classrooms and office facility, shared classrooms with Accelerated Achievement Academy, and used the Junior Building for meals. 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 was used for morning Check-in as well as lunch for both schools, and for school activities. The Fine Arts Building was rented for Demonstration Night 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:

Redwood 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, Redwood Academy also ran advertisements in the Ukiah Daily Journal Back to School editions and the fall and spring 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 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. Additionally, prior and during the 2019-20 school year, Redwood Academy ran advertisements in *Al Punto* in Spanish. Additionally, Redwood Academy placed Spanish language advertisements in *Dos Mundos*. Redwood Academy signed up to set up booths at both the *Dia de los Muertos* event at Mendocino College and at the *El Dia del los Ninos* event at Grace Hudson, but, unfortunately, both events were cancelled—one

cancellation was the result of a PSPS and the other was the result of the COVID-19 pandemic. 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 2020-21 school year, RA will continue its targeted outreach efforts in the Spanish-speaking community.

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 year. However, in 2019-20, there was an increase in the percentage of Hispanic students from the previous year. This trend has continued into the current 2020-21 school year, where Hispanic enrollment has grown to 37%. In 2019-20, the number of students who chose not to report was a little over 1%. (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
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%
2016-17	1%	6%	0%	<1%	28%	<1%	58%	5%
2015-16	1%	3%	0%	3%	29%	<1%	50%	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 2018-19 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	1%	6%	0%	1%	35%	0%	47%	8%
District	5%	1%	<1%	1%	52%	1%	36%	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 2019-20 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."

Seven sessions of a pre-school orientation meeting with students and their parents helped inform new families about expectations and requirements prior to the opening of the school year. All of the sessions were offered in English and Spanish and all had both English and Spanish language handouts available to accompany the presentation.

3. Number of students enrolled in each grade: In 2019-20, at the time of CBEDS, Redwood Academy had 19 students in 7th grade, 27 students in 8th grade, 27 students in 9th grade, 28 students in 10th grade, 26 students in 11th grade, and 18 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 2019-20 school year.

5. Number of students leaving the Charter School by grade level: After CBEDS, over the remainder of 2019-20 school year, Redwood Academy saw the departure of two 7th grade students, six 8th grade students, two 9th grade students, two 10th grade students, and two 12th grade students. Of those who left, one transferred to Willits Charter, one to Potter Valley, three went to A+, three transferred to USIA, four transferred to La Vida Charter School, 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 2019-20, 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 2019-20 was conducted remotely during the summer months of June and July. 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 not have any audit exceptions or findings for the audit report approved by the Board of Directors in the 2019-20 school year.

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 removed from class for the remainder of the period and, in some cases, 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 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 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 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: 6

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 2019-2020, Corporate Management salaries ranged from \$61,741 to \$83,680. Classified Coordinator salaries ranged from \$43,466 to \$61,741. CAR also compensated other classified staff at hourly rates that ranged from \$13.00 to \$25.75. Certificated salaries ranged from \$43,549 to \$73,083, and part-time hourly certificated staff were compensated at an hourly rate of \$28.68.

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

2019-20 School Enrollment by Ethnicity	A
2017-18 School Dashboard Report	B
2018-19 ELPAC Results Report	C
2018-19 CAST Results Report	D
2018-19 PFT Summary Report	E
2018-19 CAASPP Results Report	F
Board Policy 506	G
Independent Living Skills Matrix	H

Notes: In the electronic version of this document, appendix items are in separate documents to accommodate downloading these large files. Additionally, Appendices B, C, D E, and F are the most current available aggregated data available through state reporting.

2019-20 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
Redwood Academy of Ukiah	144	0.0%	0.7%	6.3%	1.4%	34.7%	0.0%	47.2%	8.3%	1.4%

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
Redwood Academy of Ukiah	144	0.0%	0.7%	6.3%	1.4%	34.7%	0.0%	47.2%	8.3%	1.4%
Ukiah Unified	6,632	0.7%	5.4%	0.9%	0.6%	51.9%	0.1%	36.4%	3.9%	0.2%
Mendocino County	13,245	0.6%	6.7%	0.9%	0.4%	44.2%	0.1%	40.4%	4.1%	2.6%
Statewide	6,163,001	5.3%	0.5%	9.3%	2.4%	54.9%	0.4%	22.4%	3.9%	0.9%

Redwood Academy of Ukiah

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

Chronic Absenteeism



Orange

Suspension Rate



Green

Graduation Rate



No Performance Color

College/Career



No Performance Color

English Language Arts



Blue

Mathematics



Blue

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...>

GRADES SERVED

7-12

REDWOOD ACADEMY OF UKIAH

Student Population

Explore information about this school's student population.

Enrollment

140

Socioeconomically Disadvantaged

47.1%

English Learners

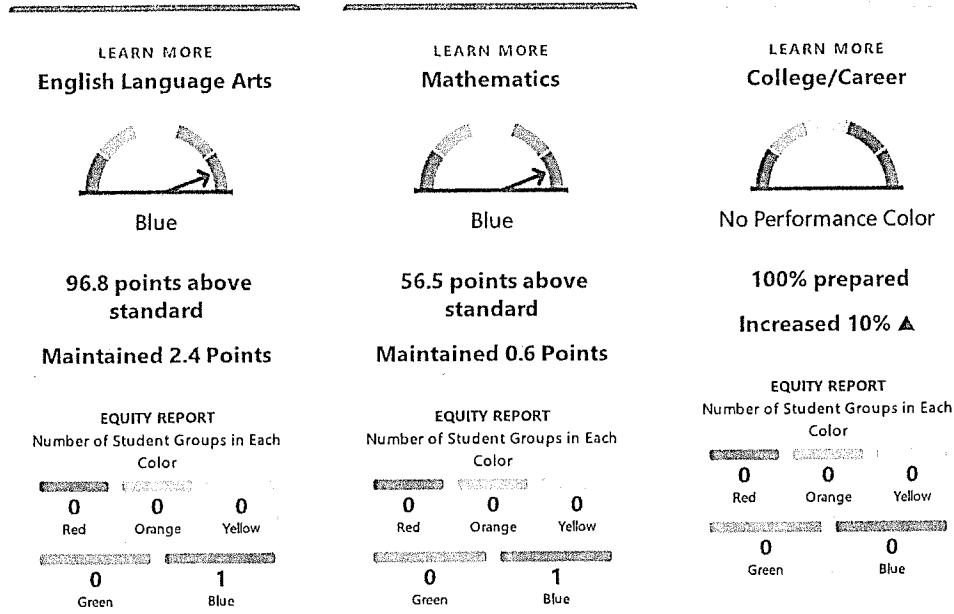
2.1%

Foster Youth

0.7%

Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators

[LEARN MORE](#)
Implementation of Academic Standards



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% ▲

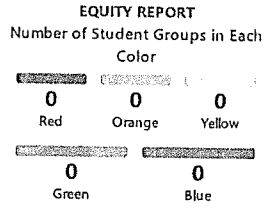
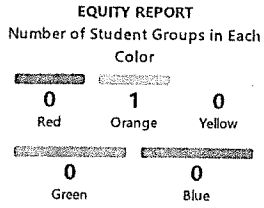
Graduation Rate



No Performance Color

100% graduated

Maintained 0%



Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

REDWOOD ACADEMY OF UKIAH

Conditions & Climate

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

LEARN MORE

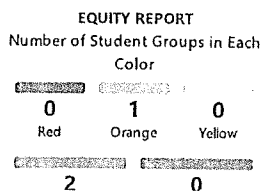
Suspension Rate



Green

1.3% suspended at least once

Declined 0.6% ▼



Local Indicators

LEARN MORE

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



LEARN MORE

LEARN MORE

**Parent and Family
Engagement**



LEARN MORE

LEARN MORE

Local Climate Survey



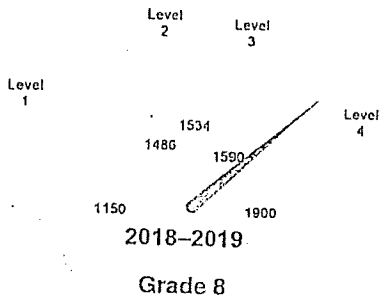
LEARN MORE

English Language Proficiency Assessments for California

Overall Score of 1619 is in Level 4.

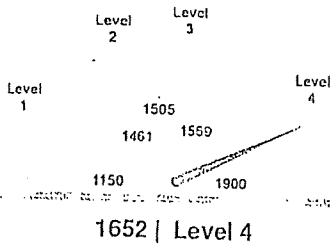
Students at this level have well developed English skills.

OVERALL
SCORE:
1619 | **LEVEL**
4



The score history cannot be reported this year. If Fernando takes the test next year, this area will show the score history.

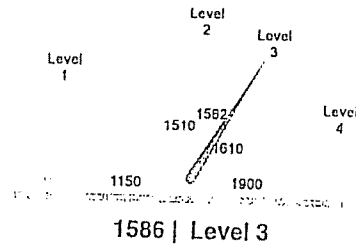
Oral Language Score



The Oral Language Score is a combination of Fernando's Listening and Speaking performance, shown below.

	Beginning	Somewhat/ Moderately	Well Developed
Listening		✓	
Speaking			✓

Written Language Score



The Written Language Score is a combination of Fernando's Reading and Writing performance, shown below.

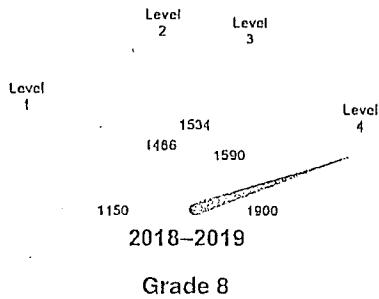
	Beginning	Somewhat/ Moderately	Well Developed
Reading		✓	
Writing		✓	

English Language Proficiency Assessments for California

Overall Score of 1663 is in Level 4.

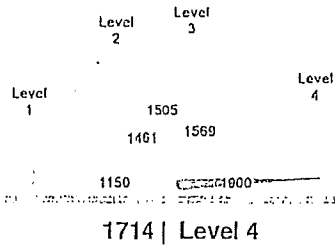
Students at this level have well developed English skills.

OVERALL
SCORE:
1663 | LEVEL
4



The score history cannot be reported this year. If Ruize Tiffany takes the test next year, this area will show the score history.

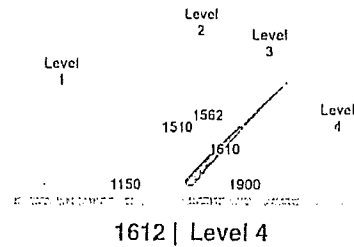
Oral Language Score



The Oral Language Score is a combination of Ruize Tiffany's Listening and Speaking performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Listening			✓
Speaking			✓

Written Language Score



The Written Language Score is a combination of Ruize Tiffany's Reading and Writing performance, shown below.

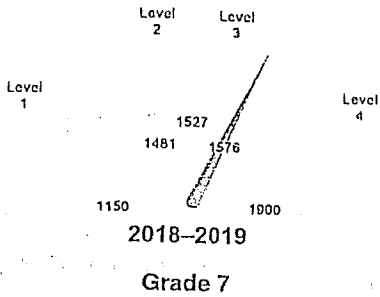
	Beginning	Somewhat/Moderately	Well Developed
Reading			✓
Writing		✓	

English Language Proficiency Assessments for California

Overall Score of 1575 is in Level 3.

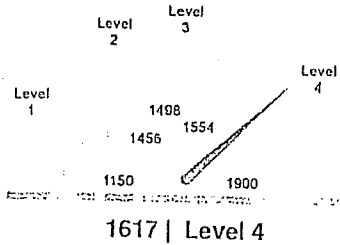
Students at this level have moderately developed English skills.

OVERALL SCORE: **1575** | LEVEL **3**



The score history cannot be reported this year. If Betzy takes the test next year, this area will show the score history.

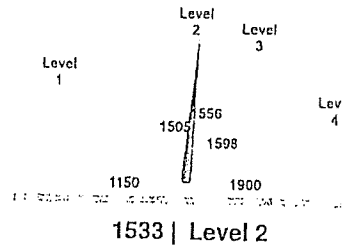
Oral Language Score



The Oral Language Score is a combination of Betzy's Listening and Speaking performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Listening			✓
Speaking			✓

Written Language Score



The Written Language Score is a combination of Betzy's Reading and Writing performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Reading	✓		
Writing		✓	

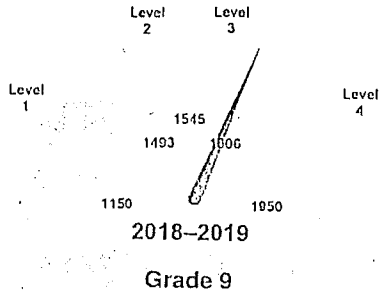
English Language Proficiency Assessments for California

Overall Score of 1599 is in Level 3.

Students at this level have moderately developed English skills.

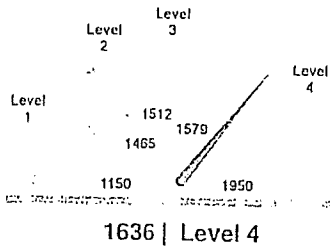
OVERALL
SCORE:
1599

LEVEL
3



The score history cannot be reported this year. If Adilene takes the test next year, this area will show the score history.

Oral Language Score

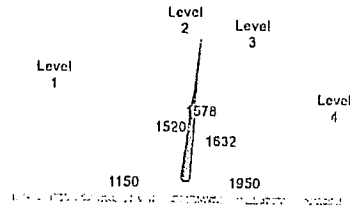


1636 | Level 4

The Oral Language Score is a combination of Adilene's Listening and Speaking performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Listening		✓	
Speaking			✓

Written Language Score



1562 | Level 2

The Written Language Score is a combination of Adilene's Reading and Writing performance, shown below.

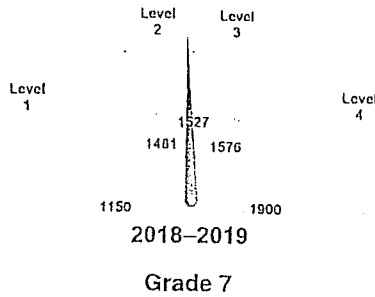
	Beginning	Somewhat/Moderately	Well Developed
Reading		✓	
Writing		✓	

English Language Proficiency Assessments for California

Overall Score of 1521 is in Level 2.

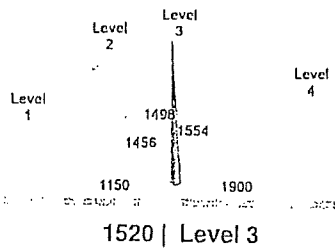
Students at this level have somewhat developed English skills.

OVERALL SCORE: **1521** | LEVEL **2**



The score history cannot be reported this year. If Alondra takes the test next year, this area will show the score history.

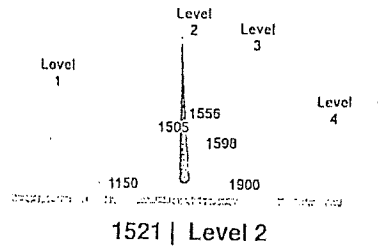
Oral Language Score



The Oral Language Score is a combination of Alondra's Listening and Speaking performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Listening		✓	
Speaking			✓

Written Language Score



The Written Language Score is a combination of Alondra's Reading and Writing performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Reading	✓		
Writing		✓	



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: Redwood Academy of Ukiah

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

Report Options

Year: Student Group: School Type:

[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.

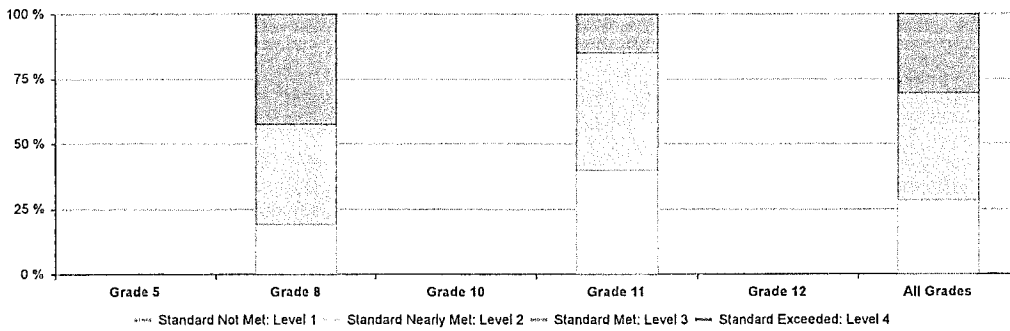
To learn more about the results displayed below, please visit the [Understanding Results](#) page.

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⁾	N/A	26	N/A	20	N/A	46
# of Students Tested ⁽²⁾	N/A	26	N/A	20	N/A	46
# of Students with Scores ⁽³⁾	N/A	26	N/A	20	N/A	46
Mean Scale Score	N/A	426.3	N/A	619.4	N/A	N/A
Standard Exceeded: Level 4 ⁽⁴⁾	N/A	42.31 %	N/A	15.00 %	N/A	30.43 %
Standard Met: Level 3 ⁽⁵⁾	N/A	38.46 %	N/A	45.00 %	N/A	41.30 %
Standard Nearly Met: Level 2 ⁽⁶⁾	N/A	19.23 %	N/A	40.00 %	N/A	28.26 %
Standard Not Met: Level 1 ⁽⁷⁾	N/A	0.00 %	N/A	0.00 %	N/A	0.00 %

[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 ⁽⁴³⁾	N/A	34.62 %	N/A	30.00 %	N/A	32.61 %
Near Standard ⁽⁴⁵⁾	N/A	57.69 %	N/A	60.00 %	N/A	58.70 %
Below Standard ⁽⁴⁷⁾	N/A	7.69 %	N/A	10.00 %	N/A	8.70 %

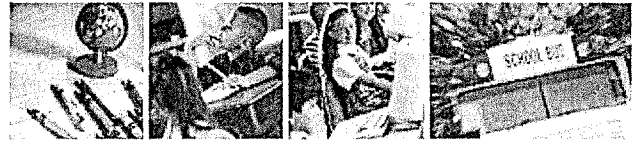
PHYSICAL SCIENCES: Focusing on matter and its interactions, motion and stability, energy, and waves and their applications

Area Performance Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
Above Standard ⁽⁴⁴⁾	N/A	46.15 %	N/A	20.00 %	N/A	34.78 %
Near Standard ⁽⁴⁶⁾	N/A	46.15 %	N/A	65.00 %	N/A	54.35 %
Below Standard ⁽⁴⁸⁾	N/A	7.69 %	N/A	15.00 %	N/A	10.87 %

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 ⁽⁴²⁾	N/A	46.15 %	N/A	30.00 %	N/A	39.13 %
Near Standard ⁽⁴³⁾	N/A	50.00 %	N/A	55.00 %	N/A	52.17 %
Below Standard ⁽⁴⁵⁾	N/A	3.85 %	N/A	15.00 %	N/A	8.70 %

[Science Area Achievement Level Descriptors](#)



Physical Fitness Test

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

California Department of Education
Statewide Assessment Division
Prepared: 9/24/2020 3:14:28 PMState: [California](#)
County: [Mendocino](#)
District: [Redwood Academy of Ukiah](#)
School: Redwood Academy of Ukiah

2018-19 California Physical Fitness Report Overall - Meeting Healthy Fitness Zone¹ Summary of Results Redwood Academy of Ukiah

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	0.0	0.0	1	3.3	3.3	1	4.5	4.5
5 of 6 fitness standards	0	0.0	0.0	2	6.7	10.0	3	13.6	18.1
4 of 6 fitness standards	0	0.0	0.0	8	26.7	36.7	3	13.6	31.7
3 of 6 fitness standards	0	0.0	0.0	6	20.0	56.7	8	36.4	68.1
2 of 6 fitness standards	0	0.0	0.0	9	30.0	86.7	2	9.1	77.2
1 of 6 fitness standards	0	0.0	0.0	4	13.3	100.0	5	22.7	99.9
0 of 6 fitness standards	0	0.0	0.0	0	0.0	100.0	0	0.0	99.9
Total tested ²	0	0.0	0.0	30	100.0	N/A	22	100.0	N/A

¹ Healthy Fitness Zone is a registered trademark of The Cooper Institute² Includes partially tested students³ 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 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).



California Assessment of Student Performance and Progress



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English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

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Detailed Test Results for: School: Redwood Academy of Ukiah

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

[COMPARISON REPORT](#)

[CHANGE OVER TIME](#)

Report Options

Year:

2018-19

Student Group:

All Students (Default)

School Type:

All Schools

[Apply Selections](#)

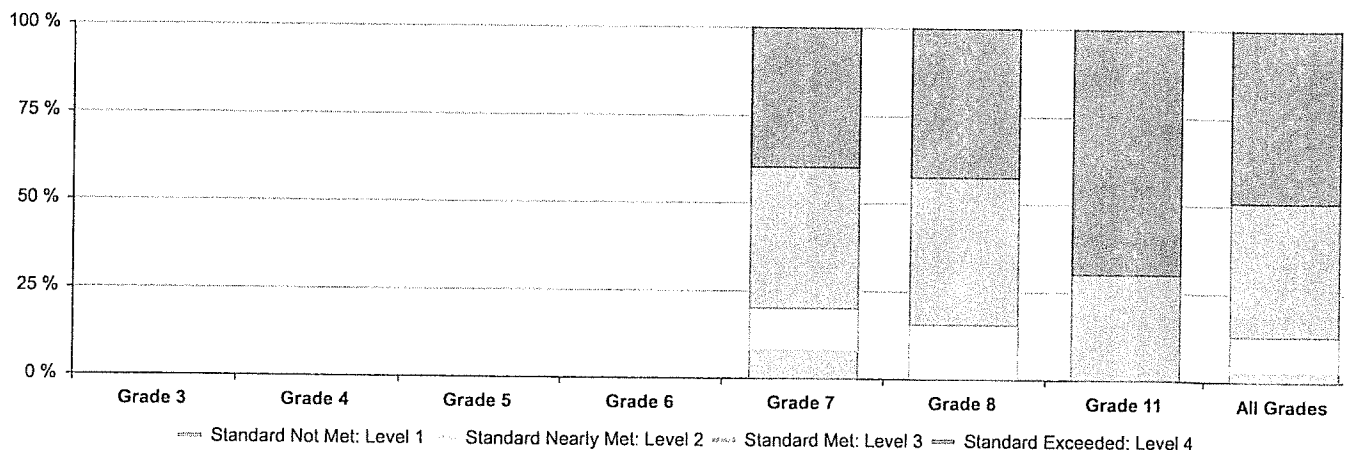
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2018-19 Detailed Test Results

REPORTING SUBJECT: 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)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ^(*)	N/A	N/A	N/A	N/A	25	26	20	71
Number of Students Tested ^(*)	N/A	N/A	N/A	N/A	25	26	20	71
Number of Students With Scores ^(*)	N/A	N/A	N/A	N/A	25	26	20	71
Mean Scale Score	N/A	N/A	N/A	N/A	2616.0	2652.7	2700.4	N/A
Standard Exceeded: Level 4 ^(*)	N/A	N/A	N/A	N/A	40.00 %	42.31 %	70.00 %	49.30 %
Standard Met: Level 3 ^(*)	N/A	N/A	N/A	N/A	40.00 %	42.31 %	30.00 %	38.03 %
Standard Nearly Met: Level 2 ^(*)	N/A	N/A	N/A	N/A	12.00 %	15.38 %	0.00 %	9.86 %
Standard Not Met: Level 1 ^(*)	N/A	N/A	N/A	N/A	8.00 %	0.00 %	0.00 %	2.82 %

English Language Arts/Literacy Scale Score Ranges

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 ^(*)	N/A	N/A	N/A	N/A	60.00 %	57.69 %	65.00 %	60.56 %
Near Standard ^(*)	N/A	N/A	N/A	N/A	28.00 %	38.46 %	35.00 %	33.80 %
Below Standard ^(*)	N/A	N/A	N/A	N/A	12.00 %	3.85 %	0.00 %	5.63 %

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 ^(*)	N/A	N/A	N/A	N/A	52.00 %	38.46 %	75.00 %	53.52 %
Near Standard ^(*)	N/A	N/A	N/A	N/A	44.00 %	53.85 %	25.00 %	42.25 %
Below Standard ^(*)	N/A	N/A	N/A	N/A	4.00 %	7.69 %	0.00 %	4.23 %

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 ^(*)	N/A	N/A	N/A	N/A	36.00 %	50.00 %	50.00 %	45.07 %
Near Standard ^(*)	N/A	N/A	N/A	N/A	56.00 %	50.00 %	50.00 %	52.11 %

Below Standard ⁽¹⁾	N/A	N/A	N/A	N/A	8.00 %	0.00 %	0.00 %	2.82 %
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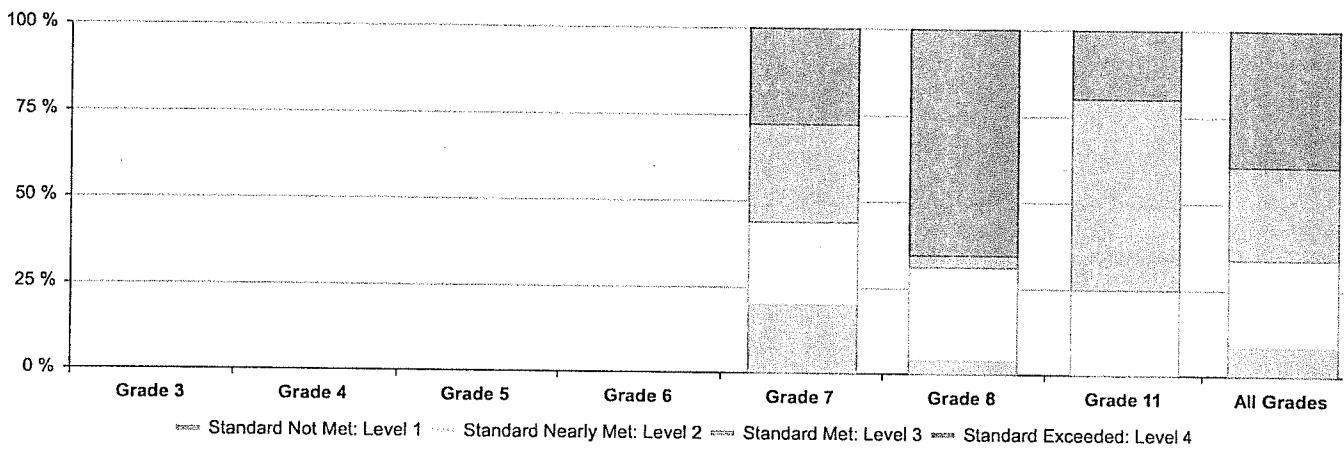
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽¹⁾	N/A	N/A	N/A	N/A	48.00 %	50.00 %	65.00 %	53.52 %
Near Standard ⁽²⁾	N/A	N/A	N/A	N/A	48.00 %	46.15 %	35.00 %	43.66 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	4.00 %	3.85 %	0.00 %	2.82 %

English Language Arts/Literacy Area Achievement Level Descriptors

ACHIEVEMENT

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.

Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

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	25	26	20	71
Number of Students Tested ⁽²⁾	N/A	N/A	N/A	N/A	25	26	20	71
Number of Students With Scores ⁽³⁾	N/A	N/A	N/A	N/A	25	26	20	71
Mean Scale Score	N/A	N/A	N/A	N/A	2568.2	2672.1	2683.3	N/A
Standard Exceeded: Level 4 ⁽⁴⁾	N/A	N/A	N/A	N/A	28.00 %	65.38 %	20.00 %	39.44 %
Standard Met: Level 3 ⁽⁵⁾	N/A	N/A	N/A	N/A	28.00 %	3.85 %	55.00 %	26.76 %
Standard Nearly Met: Level 2 ⁽⁶⁾	N/A	N/A	N/A	N/A	24.00 %	26.92 %	25.00 %	25.35 %

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Standard Not Met: Level 1 ⁽³⁾	N/A	N/A	N/A	N/A	20.00 %	3.85 %	0.00 %	8.45 %

Mathematics Scale Score Ranges

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 ⁽³⁾	N/A	N/A	N/A	N/A	36.00 %	65.38 %	50.00 %	50.70 %
Near Standard ⁽³⁾	N/A	N/A	N/A	N/A	36.00 %	30.77 %	45.00 %	36.62 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	28.00 %	3.85 %	5.00 %	12.68 %

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 ⁽³⁾	N/A	N/A	N/A	N/A	24.00 %	53.85 %	45.00 %	40.85 %
Near Standard ⁽³⁾	N/A	N/A	N/A	N/A	60.00 %	38.46 %	45.00 %	47.89 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	16.00 %	7.69 %	10.00 %	11.27 %

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 ⁽³⁾	N/A	N/A	N/A	N/A	16.00 %	53.85 %	45.00 %	38.03 %
Near Standard ⁽³⁾	N/A	N/A	N/A	N/A	76.00 %	42.31 %	50.00 %	56.34 %
Below Standard ⁽³⁾	N/A	N/A	N/A	N/A	8.00 %	3.85 %	5.00 %	5.63 %

Mathematics Area Achievement Level Descriptors

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 Q1: College Visitation Q2: FAFSA Submission Q3: Career Presentations Q4: Senior Seminars 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 Q3: Career Presentation Q4: Your Personal Resumé Q1-4: Buddy Program</p>
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Accelerated Achievement Academy Charter School Annual Report for the School Year 2019-2020

Charter School Mission: Accelerated Achievement Academy's mission is to accelerate student achievement toward 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:** 144
- **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. 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:** 127, 48 days of distance learning
- **Instructional minutes by grade spans:** 57,385 minutes for grades 4-6, 66,690 minutes for grades 7-12
- **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:** 10

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 accelerated student achievement toward 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 and College/Career Seminar, is also driven by the school's mission to accelerated student achievement toward a successful future, by focusing on life after high school.
- **Instructional approaches and strategies used:** The staff continues use integrated curriculum as an instructional approach. Specific literacy skills are identified quarterly and are integrated into all subjects as an area of focus. 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
- **Support provided for students who are academically low achieving:** Accelerated Achievement Academy's primary population consists of student 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 twice 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 Saturday 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 from any computer 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 20 students take advantage of after school tutorial each semester. Approximately 50% of 4th through 8th grade students and 25% of high school students attend Saturday Bonus Days. We did not hold summer school in 2020.

- **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. Approximately 15% of students participated in extra credit or challenge activities. 83% of Juniors graduated early and/or took college classes at Mendocino College. 71% of the Seniors graduated early and/or took college classes at Mendocino College during their 11th or 12th grade year.
- **Instructional strategies used for special education students:** In 2019-2020, Accelerated Achievement Academy had a cumulative enrollment of 31 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 maintains 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 works 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 work 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 31 Special Education students, 16 are still students at AAA in 2020-2021. Of the 16 students, 10 met all or some of their goals, 2 did not meet their goals, and 1 student was in her initial year so the goals will be assessed at her first annual meeting. Three students were exited from Special Education.

- **Instructional strategies used for English learners:** Accelerated Achievement Academy did not administer the ELPAC to EL students in the Spring of 2020. AAA chose not to administer the ELPAC Summative during the extended time in the Fall because AAA continued distance learning in 2020-2021. At the time of CBEDs, AAA had 31 EL students, 3 IFEP students, and 21 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.

<u>Goal</u>	<u>2019-2020 Goal</u>	<u>2019-2020 Actual</u>	<u>2020-2021</u>
Attendance	92%	93%	92%
Dropout Rate	<5%	0%**	<5%
Graduation Rate	>95%	94%**	>95%
Unconditional Promotion Rate	>65%	100%	>65%
Retention Rate	<5%	0%	<5%
Expulsion Rate	<3%	2.3%	<3%
Other CDE Dashboard State Indicators			
Chronic Absenteeism	23%	19.88%***	19%
Suspension Rate	13%	15.2%***	13%
College/Career	50%	62.5%	65%
English Learner Prog	NA	NA*	20%

*The ELPAC was not administer in 2019-2020

**Based on calculation of graduation rate that counts one student who is currently enrolled as a senior. CALPADs data was used to calculate the information.

***Based on CALPADs data

Description of progress towards measurable student goals: In 2019-2020, Accelerated Achievement Academy met or came close to meeting all of its goals. All data is based on CALPADs data since the dashboard will not be posted for the 2019-2020 year. The school showed similar attendance to the previous year. The graduation rate reflects one student within this cohort that is still enrolled as a senior this year. The schools unconditional promotion rate is artificially inflated due to COVID-19. Summer school was not offered so all students were promoted to the next grade unconditionally. No students were retained. The expulsion rate remained virtually unchanged. However, the suspension rate decreased slightly. The school continued to improve its College/Career indicator increasing by over 4%. The percent of students in grades 4-8 who were chronically absent increased by 3% last year.

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) Note: This chart is a compilation of data found in Appendix items D, E, F, and G in conjunction with PowerSchool.

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	NA	Grade of "DEV" or higher in class**	90.7%
9-English 9 10-English 10 11-English 11 12-English 12	≥ Level 4 on ELPAC (ELs only)	NA		
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	NA	Grade of "DEV" or higher in class	80%
Social Studies: to have a sense of self from a cultural and historical context				
4/5-History 4/5 6-Ancient Civilizations 7-Medieval 8-Early U.S. 10-Mod. World 11-Mod. U.S. 12-Gov/Econ	NA	NA	Grade of "DEV" or higher in class	84.6%
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	NA	Grade of "ACC" or higher in class	78.7%

Career Technical Education: to develop career based skills				
11 Health Careers and Anatomy 12 Emergency Medical Response	NA	NA	Grade of "DEV" or "CR" or higher in class	100%
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	98.9%
Foreign Language: to learn how to communicate in another language				
10 Introductory Spanish	NA	NA	Grade of "DEV" or higher in class	95%
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)	5 th -33.3%* 7 th -17.3%* 9 th -41.6%*	Grade of "DEV" in class	60%

* Results from the 2018-2019 year, 2019-2020 administration was suspended

** 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 interim test reports and PowerSchool®. Teachers used interim tests in lieu of standardized tests that were canceled. Teachers analyzed the data by looking at interim test results in conjunction with student performance in their classes. Most teachers found that students performed as expected on the interim tests. However, teachers did note some exceptions to this and used findings in the individual student data to determine what improvements could be made to instruction.

Overall, Accelerated Achievement Academy students showed overall individual growth. However, it was clear that distance learning had a negative impact on their progress in the spring. 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 attended by a small group of parents. However, parent participation at Showcase was similar to previous year's with approximately 40% of parents attending at least one of the two. 35 parents responded to the parent satisfaction survey which represents approximately 30% of our student population. The surveys were distributed via email in the spring, a decrease attributed to distance learning. All major school field trips out of town included parent chaperones. In addition, our School Site Council included two parent members and our Board of Directors included four parents of current or former AAA students. The other board member has children at Redwood Academy.

2. Description of the governance structure and how often each entity metThe 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 Sarah Livingston, who has one Redwood Academy student and one Redwood Academy graduate, as chairperson. Director Ilona DelSecco, who now has two Redwood Academy graduates, was elected to serve as the corporation's clerk. The Board held seven 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, includes parent members and met three times, once in October 2018, once in December 2018, and once in February 2019. 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 LEA plan, the SPSA, the WASC action plan, and the Title I Parent Involvement Policy. The SSC also reviewed and provided input for RA's LCAP and Federal Addendum. 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: Over two hours of board training were conducted during the 2019-20 school year. The first quarter hour of training in October was conducted by CAR's Co-Executive Director, Elna Gordon, and consisted of an overview of the Dashboard local indicators. Another hour of training presented by CAR's Co-Executive Directors, Elna Gordon and Selah Sawyer, in January focused on reviewing previous training topics including Board duties and the Brown Act. Another half hour of training in May was conducted by CAR's Co-Executive Director, Elna Gordon, and focused on the charter renewal and AB 1505. An additional half hour of training was conducted by Selah Sawyer and Jim Switzer on 20-21 instructional model and budget information.

4. Summary of major decisions/policies established by the charter school board during the year: Key decisions and policies made during 2019-2020 include--

Governance

Approve annual report	10/15/19
Elect Board directors	12/6/19
Elect Board chairperson and clerk	12/6/19
Approve board meeting dates	12/6/19
Approve School Accountability Report Card	1/21/20
Participate in training	10/15/19; 1/21/20; 5/5/20; 6/9/20
Approve MOU with UUSD	6/9/20
Approve Revisions to Board Policy 401.6 and 506	10/15/20; 5/5/20

Business

Approve and revise budgets/estimated actuals	12/6/20; 3/10/20; 6/9/20
Approve unaudited actuals	9/10/19; 10/15/19
Approve projected ADA for 2019-2020	10/15/19
Approve 1 st Interim Report 2 nd Interim Report	12/6/19; 3/10/20
Accept the audit report from Robertson, Cahill, and Associates	3/10/20
Approve Written Description of Internal Fiscal Management System and Calendar for Fiscal Services	5/5/20
Approve Educational Protection Account Expenditures	6/9/20

Educational

Approve Single Plan for Student Achievement	3/10/20
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Personnel

Approve changes to the salary schedule	5/5/20, 6/9/20
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Student Services

Approve overnight field trips	9/10/20
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5. Summary data from the annual student/parent satisfaction survey: The parent satisfaction survey was administered to parents in May in both English and Spanish. There was a decrease in the number of parents who responded. Of the limited number of responses, the survey showed a generally lower level satisfaction with the educational program than in previous years, but generally the same level of satisfaction with the management of the school and increased feelings of safety for their child while at school. The decrease in satisfaction in the academic program is attributed to the difficulties distance learning presented and continues to present.

Do you feel your child is at least or more successful at A+ than at his/her Previous school?	Yes 86%	No 11%	No Opinion 3%
Does your child seem to like A+ more than previous schools?	Yes 77%	No 9%	No Opinion 14%
Do you feel the help your child needs to be successful is available?	Yes 89%	No 9%	No Opinion 2%
Do you feel that you can talk to staff at A+ about your child's needs?	Yes 89%	No 5%	No Opinion 6%
Do you prefer A+ to previous schools your child has attended?	Yes 80%	No 6%	No Opinion 14%
Do you feel welcome at the school to volunteer in your child's class or Participate in school events and activities?	Yes 83%	No 6%	No Opinion 5%
Are you satisfied with how the school is managed?	Yes 89%	No 6%	No Opinion 5%
As much as possible, do you feel that while at school your child is safe?	Yes 91%	No 6%	No Opinion 3%
Are you using <i>Power School</i> to to monitor your child's grades and work completion?	Yes 77%	No 23%	
Would you recommend A+ to another family?	Yes	No	

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 hired one certificated teacher during the summer of 2019. There were no additional certificated openings during the 2019-20 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 2019-20, Accelerated Achievement Academy employed 16 classified staff members and 16 certificated staff members. Twelve 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 2019-2020, 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 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.

- 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. Grades 4-6 had monthly evacuation drills and grades 7-12 had four evacuation drills during the 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 5, 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 5, 8 and 10 also participated in hearing screening conducted by Laura Baynham, RN, PHN. Finally, females in grade seven and males in grade eight participated in scoliosis screening conducted by Dr. Williams. One students had vision screening scores outside of the normal range. 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: Accelerated Achievement Academy maintains a drug and alcohol and smoke free environment.
- 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.
- 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 received training in mental health first aid, which included training in suicide prevention, prior to the start of 2019-20 school year.

4. Description of any revisions to the charter school board adopted health and safety policies: During 2019-20, CAR did revise the health and safety policy to include more specific language about suicide prevention, intervention, and postvention. CAR initially adopted board policy, BP 506, outlining our health and safety procedures in 2011 and added policy specific to suicide prevention in 2018. Last year, 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, and on MTA buses. The school participated in El Dia de los Ninos at Grace Hudson School and Pumpkinfest. 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: The school's Native American population saw a decrease of approximately 2%. AAA saw a decrease of approximately 2% in the white population over the previous year. The Hispanic population increased by nearly 3%. There was an increase of 1.4% in those with two or more races while the percent of those not reporting and the Asian population 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%	4.2%	<1%	0%	48.6%	0%	37.5%	7.6%	1.4%
School District	<1%	5.4%	<1%	<1%	51.9%	<1%	36.4%	3.9%	<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:

- 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."

Seven sessions of a pre-school orientation meeting with students and their parents helped informed new families about expectations and requirements prior to the opening of the school year. All of the sessions were conducted with a Spanish speaker and all had Spanish language handouts available to accompany the presentation.

3. Number of students enrolled in each grade: In 2019-2020, at the time of CBEDS, Accelerated Achievement Academy had 7 students in 4th grade, 19 students in 5th grade, 21 students in 6th grade, 18 students in 7th grade, 24 students in 8th grade, 12 students in 9th grade, 13 students in 10th grade, 13 students in 11th grade, and 17 students in 12th grade.

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 2019-2020 school year.

5. Number of students leaving the Charter School by grade level: After CBEDS, over the remainder of 2019-2020 school year, saw the departure of one 4th grade student, one 5th grade student, one 6th grade students, two 7th grade students, four 8th grade students, two 9th grade students, six 10th grade students, two 11th grade students, and one 12th grade student. Of those who left, three transferred to local elementary schools, one transferred to Eagle Peak, four transferred to Ukiah High, one transferred to MCOE, three transferred to UISA, three transferred out of the area, three transferred to other charter schools or homeschooling, one dropped out and one graduated early.

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 2019-20, 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 2019-20 was conducted remotely during the summer months of June and July. 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 not have any audit exceptions or findings for the audit report approved by the Board of Directors in the 2019-20 school year.

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.

2. Number of suspensions: 36

3. Number of expulsions: 4

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 2019-2020, Corporate Management salaries ranged from \$61,741 to \$83,680. Classified Coordinator salaries ranged from \$43,466 to \$61,741. CAR also

compensated other classified staff at hourly rates that ranged from \$13.00 to \$25.75. Certificated salaries ranged from \$43,549 to \$73,083, and part-time hourly certificated staff were compensated at an hourly rate of \$28.68.

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:

- 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 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

2019-20 School Enrollment by Ethnicity	A
2018-19 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: In the electronic version of this document, appendix items are in separate documents to accommodate downloading these large files.

California Department of Education

DataQuest Home / Enrollment Report

2019-20 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>	144	0.0%	4.2%	0.7%	0.0%	48.6%	0.0%	37.5%	7.6%	1.4%

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>	144	0.0%	4.2%	0.7%	0.0%	48.6%	0.0%	37.5%	7.6%	1.4%

Name	Total	American Indian or Alaska Native						Two or More Races	Not Reported
		African American	Hispanic or Latino	Pacific Islander	White	Asian	Filipino		
<u>Ukiah Unified</u>	6,632	0.7%	51.9%	0.1%	36.4%	0.9%	0.6%	3.9%	0.2%
<u>Mendocino County</u>	13,245	0.6%	44.2%	0.1%	40.4%	0.9%	0.4%	4.1%	2.6%
<u>Statewide</u>	6,163,001	5.3%	54.9%	0.4%	22.4%	9.3%	2.4%	3.9%	0.9%

Accelerated Achievement Academy

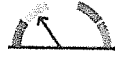
Explore the performance of Accelerated Achievement Academy under California's Accountability System.

Chronic Absenteeism



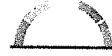
Yellow

Suspension Rate



Orange

English Learner Progress



No Performance Color

Graduation Rate



No Performance Color

College/Career



No Performance Color

English Language Arts



Green

Mathematics



Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

NAME
Accelerated Achievement Academy

ADDRESS
1031 North State Street
Ukiah, CA 95482-3413

WEBSITE
<http://www.caredwoods...>

GRADES SERVED
4-12

ACCELERATED ACHIEVEMENT ACADEMY

Student Population

Explore information about this school's student population.

Enrollment

Socioeconomically

English Learners


English Learners

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Green

1.8 points above standard


Increased 15.9 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow
2	0	
Green	Blue	

LEARN MORE

Mathematics



Orange

75.3 points below standard

Declined 11.8 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

1	2	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

72.7% making progress towards English language proficiency

Number of EL Students: 22

Progress Levels

Very High = 65% or higher

High = 55% to less than 65%


Medium = 45% to less than 55%

Low = 35% to less than 45%

Very Low = Less than 35%

LEARN MORE

College/Career



No Performance Color

66.7% prepared

Increased 33.3% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow
0	0	
Green	Blue	

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.



Yellow

18.1% chronically absent

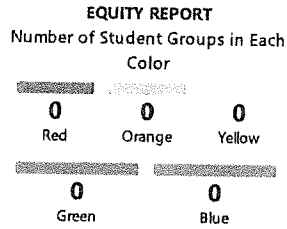
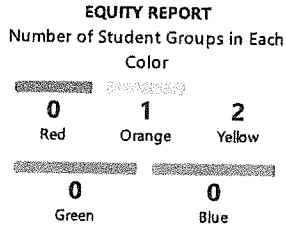
Declined 5.8% ▼



No Performance Color

80% graduated

Declined 10.5% ▼



Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ACCELERATED ACHIEVEMENT ACADEMY

Conditions & Climate

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

LEARN MORE

Suspension Rate



Orange

16% suspended at least once

Declined 1.6% ▼

EQUITY REPORT
Number of Student Groups in Each

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

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

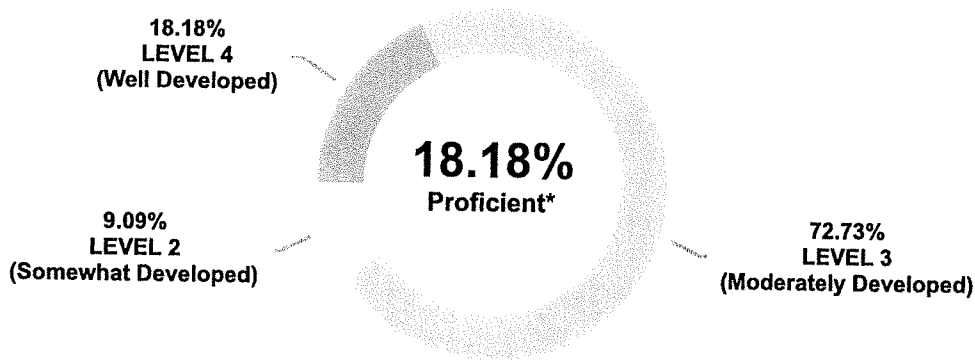
Year:	Grade:	Student Group:
2018-19 ▼	All Grades ▼	All Students (Default) ▼

[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.

[VIEW DETAILED TEST RESULTS](#)

ADD TO COMPARE





California Assessment of Student Performance and Progress

ELPAC

English Language Proficiency Assessments for California



- 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: 23-85615-2330454 | 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.

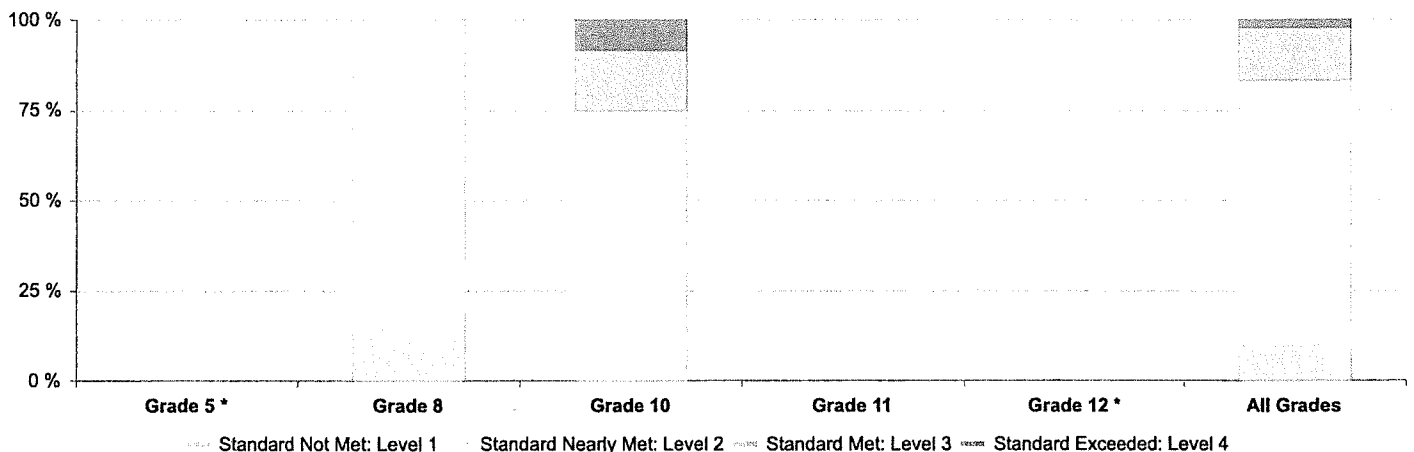
To learn more about the results displayed below, please visit the [Understanding Results](#) page.

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	7	14	12	N/A	11	44
# of Students Tested	6	14	12	N/A	10	42
# of Students with Scores	6	14	12	N/A	10	42
Mean Scale Score	*	392.0	606.2	N/A	*	N/A
Standard Exceeded: Level 4	*	0.00 %	8.33 %	N/A	*	2.38 %
Standard Met: Level 3	*	0.00 %	16.67 %	N/A	*	14.29 %
Standard Nearly Met: Level 2	*	85.71 %	75.00 %	N/A	*	73.81 %
Standard Not Met: Level 1	*	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	*	0.00 %	25.00 %	N/A	*	9.52 %
Near Standard	*	57.14 %	58.33 %	N/A	*	54.76 %
Below Standard	*	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	*	0.00 %	8.33 %	N/A	*	4.76 %
Near Standard	*	42.86 %	41.67 %	N/A	*	45.24 %
Below Standard	*	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 ^{15.01}	*	7.14 %	8.33 %	N/A	*	4.76 %
Near Standard ^{15.01}	*	35.71 %	83.33 %	N/A	*	59.52 %
Below Standard ^{15.01}	*	57.14 %	8.33 %	N/A	*	35.71 %

Science Area Achievement Level Descriptors



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 ²	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

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

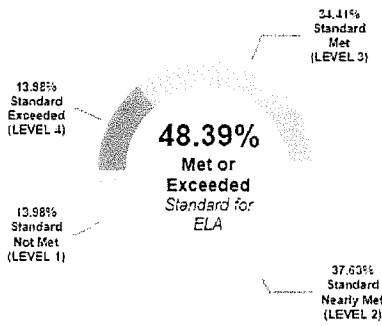
Report Options

Year: 2019-19 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools

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

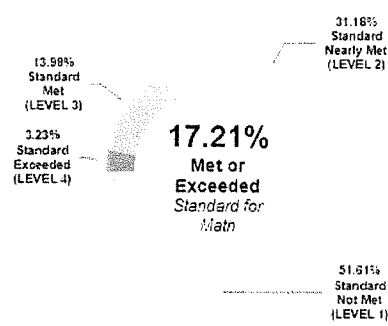
ELA

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](#)

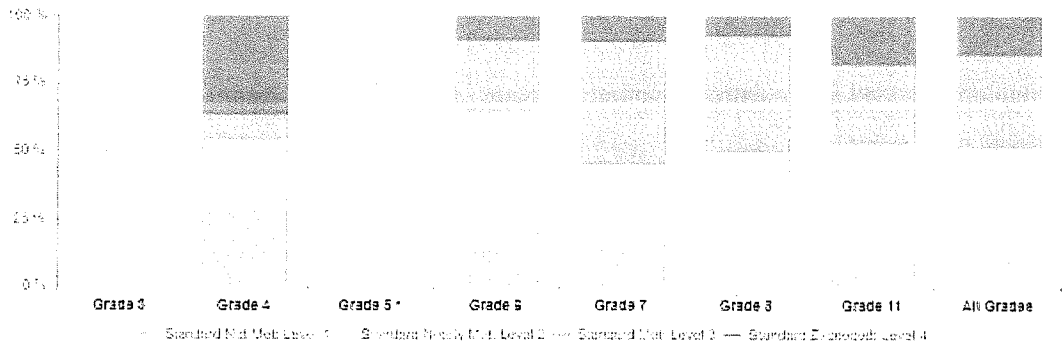
View how a group/cohort of students has progressed

[RESEARCH FILES](#)

Get files for complex analyses and customized reporting.

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



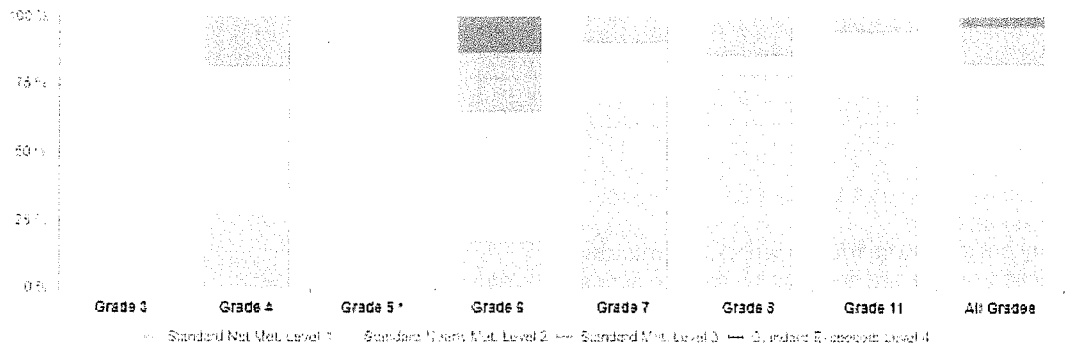
In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[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

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.

