



Charter Academy of the Redwoods

Notice of a Regular Meeting

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

Meeting ID: 736 7929 3095

Passcode: 4pM1ch

(707) 467-0500

June 8, 2021 * 6:00 p.m. * Open Session



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

- I. **Welcome and Opening**
 - a. Call to Order/Roll Call
 - b. Adoption of Agenda
 - c. President's Report
 - d. Secretary's Report
 - e. Treasurer's Report
 - f. Safety & Facilities Report

- II. **Consent Items**—The following items are submitted to the Board of Directors to be acted on at one time without discussion. Each item is considered routine and non-controversial. Any Director may request any item be pulled for discussion or separate vote.
 - a. **Approval of Minutes**—The Directors are requested to approve the minutes of the regular meeting of May 4, 2021. (back-up)
 - b. **Approval of Minutes**—The Directors are requested to approve the minutes of the regular meeting of March 9, 2021. (back-up)

- III. **Board Training—Funding Sources**—The Corporate Officers provide a training opportunity related to the various school funding sources.

- IV. **Regular Meeting—Action Items**
 - a. **Approval of the Revised 2020-21 Budgets**—The Directors are requested to approve these documents for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah* (back-up).
 - b. **Approval of the Report of the 2020-21 Estimated Actuals and 2021-22 Budgets**—The Directors are requested to approve these documents for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*. (back-up)
 - c. **Approval of Education Protection Account Expenditures 2020-21 and 2021-22**—The Directors are requested to approve the EPA expenditures for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah*. (back-up)
 - d. **Approval of the Local Control Accountability Plans and LCAP/LCP Annual Updates**—The Directors are requested to approve the Local Control and Accountability Plans and Annual Updates for *Accelerated Achievement Academy* and *Redwood Academy of Ukiah* (back-up).
 - e. **Approval of Proposed Board Policies**—The Directors are requested to approve revisions to BP 104, detailing CAR's conflict of interest policy. (back up)

- V. **Discussion Item**—Provide input for the Safe Return to In-Person Instruction and Continuity of Services and Expenditure Plans for ESSER funding.

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

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

VIII. Adjournment

09 - CHARTER SCHOOLS SPECIAL REV FD					Fiscal Year 2020/21
JE #	Description	Debits	Credits	Running Balance	
07/01/20	BB21-00001	FYCLOSE2020			
		2,697,603.88	46,170.45	2,651,433.43	
07/07/20	CT21-00109	19/20 LOTTERY QTR 3			
		14,046.52		2,665,479.95	
07/07/20	CT21-00113	19/20 LOTTERY ADJUSTMENTS			
		122.33	2.00	2,665,600.28	
07/07/20	CT21-00114	18/19 LOTTERY ADJUSTMENTS			
		47.64	32.02	2,665,615.90	
07/09/20	EX21-00001	AP07082020			
			8,476.96	2,657,138.94	
07/09/20	EX21-00002	AP07082020			
			69.00	2,657,069.94	
07/09/20	EX21-00004	AP07082020			
			28.12	2,657,041.82	
07/09/20	EX21-00005	AP07082020			
			243.34	2,656,798.48	
07/09/20	EX21-00007	AP07082020			
			667.50	2,656,130.98	
07/09/20	EX21-00008	AP07082020			
			168.02	2,655,962.96	
07/09/20	EX21-00009	AP07082020			
			43.53	2,655,919.43	
07/09/20	EX21-00010	AP07082020			
			332.26	2,655,587.17	
07/09/20	EX21-00011	AP07082020			
			575.36	2,655,011.81	
07/09/20	EX21-00012	AP07082020			
			135.04	2,654,876.77	
07/09/20	PR21-00005	20200709-MAN			
			2,934.47	2,651,942.30	
07/10/20	PR21-00001	20200710-REG			
			45,583.55	2,606,358.75	
07/10/20	PR21-00004	20200710-JUL			
			11,787.08	2,594,571.67	
07/15/20	CT21-00093	July Charter Taxes			
		44,338.00		2,638,909.67	
07/16/20	CT21-00092	19/20 STATE APPORT JUNE 2020 DEFERRED TO JULY 2020			
		266,950.00	125,297.00	2,780,562.67	
07/16/20	EX21-00013	AP07152020			
			3,247.85	2,777,314.82	
07/16/20	EX21-00014	AP07152020			
			1,586.00	2,775,728.82	
07/16/20	EX21-00015	AP07152020			
			835.50	2,774,893.32	
07/16/20	EX21-00016	AP07152020			
			157.62	2,774,735.70	
07/16/20	EX21-00017	AP07152020			
			997.14	2,773,738.56	
07/16/20	EX21-00018	AP07152020			
			170.43	2,773,568.13	
07/16/20	EX21-00019	AP07152020			
			448.57	2,773,119.56	
07/16/20	EX21-00020	AP07152020			
			157.50	2,772,962.06	
07/16/20	EX21-00021	AP07152020			
			75.00	2,772,887.06	
07/16/20	EX21-00022	AP07152020			
			162.50	2,772,724.56	
07/16/20	EX21-00023	AP07152020			
			3,289.00	2,769,435.56	
07/16/20	EX21-00024	AP07152020			
			500.00	2,768,935.56	
07/16/20	EX21-00025	AP07152020			
			362.57	2,768,572.99	
07/16/20	EX21-00026	AP07152020			
			33.18	2,768,539.81	
07/16/20	EX21-00027	AP07152020			
			804.17	2,767,735.64	
07/23/20	EX21-00028	AP07222020			
			9,134.00	2,758,601.64	
07/23/20	EX21-00029	AP07222020			
			407.87	2,758,193.77	
07/23/20	EX21-00030	AP07222020			
			222.65	2,757,971.12	
07/23/20	EX21-00031	AP07222020			
			15.00	2,757,956.12	
07/23/20	EX21-00032	AP07222020			
			8.38	2,757,947.74	
07/24/20	PR21-00006	20200724-REG			
			53,465.24	2,704,482.50	
07/30/20	CT21-00116	20/21 K-12 APPORT JULY			
		75,718.00		2,780,200.50	
07/30/20	EX21-00033	AP07292020			
			417.43	2,779,783.07	
07/30/20	EX21-00034	AP07292020			
			5,874.00	2,773,909.07	
07/30/20	EX21-00035	AP07292020			
			39.82	2,773,869.25	
07/30/20	EX21-00036	AP07292020			
			348.36	2,773,520.89	
07/30/20	EX21-00037	AP07292020			
			258.75	2,773,262.14	
07/30/20	EX21-00038	AP07292020			
			198.51	2,773,063.63	
07/30/20	EX21-00039	AP07292020			
			158.84	2,772,904.79	
07/30/20	EX21-00040	AP07292020			
			2,140.00	2,770,764.79	

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

JE #	Description	Debits	Credits	Running Balance
		Total for 7/2020	3,098,826.37	328,061.58
Net Change		2,770,764.79		
08/03/20	AR21-00001 210001	387.00		2,771,151.79
08/03/20	AR21-00002 210001	5,021.42		2,776,173.21
08/03/20	AR21-00003 210001	5,372.57		2,781,545.78
08/03/20	AR21-00004 210001	21.67		2,781,567.45
08/06/20	EX21-00042 AP08052020A		334.68	2,781,232.77
08/06/20	EX21-00043 AP08052020A		186.59	2,781,046.18
08/06/20	EX21-00044 AP08052020A		667.50	2,780,378.68
08/06/20	EX21-00045 AP08052020A		2,000.00	2,778,378.68
08/06/20	EX21-00046 AP08052020A		168.02	2,778,210.66
08/06/20	EX21-00047 AP08052020A		332.26	2,777,878.40
08/06/20	EX21-00048 AP08052020A		575.36	2,777,303.04
08/10/20	PR21-00009 20200810-REG		86,122.52	2,691,180.52
08/13/20	EX21-00049 AP08122020	32.44	397.96	2,690,815.00
08/13/20	EX21-00050 AP08122020		3,050.59	2,687,764.41
08/13/20	EX21-00051 AP08122020		2,093.08	2,685,671.33
08/13/20	EX21-00052 AP08122020		15.07	2,685,656.26
08/13/20	EX21-00053 AP08122020		5,226.46	2,680,429.80
08/13/20	EX21-00054 AP08122020		1,114.50	2,679,315.30
08/13/20	EX21-00055 AP08122020		69.00	2,679,246.30
08/13/20	EX21-00056 AP08122020		75.00	2,679,171.30
08/13/20	EX21-00057 AP08122020		704.60	2,678,466.70
08/13/20	EX21-00058 AP08122020		265.55	2,678,201.15
08/13/20	EX21-00059 AP08122020		3,289.00	2,674,912.15
08/13/20	EX21-00060 AP08122020		1,510.68	2,673,401.47
08/13/20	EX21-00061 AP08122020		33.12	2,673,368.35
08/15/20	CT21-00094 August Charter Taxes	88,677.00		2,762,045.35
08/20/20	EX21-00062 AP08192020		18.00	2,762,027.35
08/20/20	EX21-00063 AP08192020		129.00	2,761,898.35
08/20/20	EX21-00064 AP08192020		1,233.36	2,760,664.99
08/20/20	EX21-00065 AP08192020		157.50	2,760,507.49
08/20/20	EX21-00066 AP08192020		7.84	2,760,499.65
08/20/20	EX21-00067 AP08192020		70.00	2,760,429.65
08/20/20	EX21-00068 AP08192020		110.00	2,760,319.65
08/20/20	EX21-00069 AP08192020		814.86	2,759,504.79
08/20/20	EX21-00070 AP08192020		1,968.52	2,757,536.27
08/20/20	EX21-00071 AP08192020		107.79	2,757,428.48
08/20/20	EX21-00072 AP08192020		712.58	2,756,715.90
08/24/20	CT21-00125 USE TAX JUL 2020		22.96	2,756,692.94
08/26/20	PR21-00012 20200826-REG		91,931.13	2,664,761.81
08/27/20	CT21-00145 20/21 K-12 APPORTIONMENT AUGUST	75,718.00		2,740,479.81
08/27/20	EX21-00073 AP08262020		345.00	2,740,134.81
08/27/20	EX21-00074 AP08262020		5,874.00	2,734,260.81
08/27/20	EX21-00075 AP08262020		3,600.00	2,730,660.81
08/27/20	EX21-00076 AP08262020		262.65	2,730,398.16
08/27/20	EX21-00077 AP08262020		400.00	2,729,998.16
08/27/20	EX21-00078 AP08262020		1,842.01	2,728,156.15
08/27/20	EX21-00079 AP08262020		15.00	2,728,141.15
08/27/20	EX21-00080 AP08262020		92.00	2,728,049.15
08/27/20	EX21-00081 AP08262020		6,640.00	2,721,409.15

09 - CHARTER SCHOOLS SPECIAL REV FD					Fiscal Year 2020/21	
JE #	Description	Debits	Credits	Running Balance		
08/27/20	EX21-00082	AP08262020	5,663.06	2,715,746.09		
		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	2,732,269.09		
09/03/20	CT21-00150	20/21 LLMF 1ST APPORT STATE GENERAL FUND	24,645.00	2,756,914.09		
09/03/20	CT21-00154	20/21 LLMF 1ST APPORT CORONAVIRUS RELIEF FUND	194,650.00	2,951,564.09		
09/03/20	EX21-00083	AP09022020	432.40	2,951,131.69		
09/03/20	EX21-00084	AP09022020	19.99	2,951,111.70		
09/03/20	EX21-00085	AP09022020	3,410.40	2,947,701.30		
09/03/20	EX21-00086	AP09022020	138.00	2,947,563.30		
09/03/20	EX21-00087	AP09022020	1,221.02	2,946,342.28		
09/03/20	EX21-00088	AP09022020	365.78	2,945,976.50		
09/03/20	EX21-00089	AP09022020	130.50	2,945,846.00		
09/10/20	EX21-00090	AP09092020	135.12	2,945,710.88		
09/10/20	EX21-00091	AP09092020	9,252.24	2,936,458.64		
09/10/20	EX21-00092	AP09092020	648.00	2,935,810.64		
09/10/20	EX21-00093	AP09092020	69.00	2,935,741.64		
09/10/20	EX21-00094	AP09092020	75.00	2,935,666.64		
09/10/20	EX21-00095	AP09092020	55.47	2,935,611.17		
09/10/20	EX21-00096	AP09092020	283.31	2,935,327.86		
09/10/20	EX21-00097	AP09092020	343.71	2,934,984.15		
09/10/20	EX21-00099	AP09092020	667.50	2,934,316.65		
09/10/20	EX21-00100	AP09092020	769.40	2,933,547.25		
09/10/20	EX21-00101	AP09092020	206.82	2,933,340.43		
09/10/20	EX21-00102	AP09092020	3,289.00	2,930,051.43		
09/10/20	EX21-00103	AP09092020	332.26	2,929,719.17		
09/10/20	EX21-00104	AP09092020	575.36	2,929,143.81		
09/10/20	EX21-00105	AP09092020	612.75	2,928,531.06		
09/10/20	PR21-00015	20200910-REG	94,891.04	2,833,640.02		
09/15/20	CT21-00162	September Charter Taxes	88,677.00	2,922,317.02		
09/17/20	EX21-00106	AP09162020	1,346.98	2,920,970.04		
09/17/20	EX21-00107	AP09162020	3,320.08	2,917,649.96		
09/17/20	EX21-00108	AP09162020	2,697.91	2,914,952.05		
09/17/20	EX21-00109	AP09162020	35.36	2,914,916.69		
09/17/20	EX21-00110	AP09162020	1,545.23	2,913,371.46		
09/17/20	EX21-00111	AP09162020	201.60	2,913,169.86		
09/17/20	EX21-00112	AP09162020	157.50	2,913,012.36		
09/17/20	EX21-00113	AP09162020	8.11	2,913,004.25		
09/17/20	EX21-00114	AP09162020	160.00	2,912,844.25		
09/17/20	EX21-00115	AP09162020	92.00	2,912,752.25		
09/17/20	EX21-00116	AP09162020	33.12	2,912,719.13		
09/22/20	CT21-00198	USE TAX PREPAY-AUGUST	32.44	2,912,686.69		
09/23/20	CT21-00203	USE TAX PREPAY-AUGUST	32.44	2,912,719.13		
09/23/20	CT21-00204	USE TAX AUGUST		2,912,686.69		
09/23/20	CT21-00267	20/21 PROP 30 EPA QTR 1	144,320.00	3,057,006.69		
09/24/20	EX21-00117	AP09232020	295.20	3,056,711.49		
09/24/20	EX21-00118	AP09232020	3,600.00	3,053,111.49		
09/24/20	EX21-00119	AP09232020	262.65	3,052,848.84		
09/24/20	EX21-00120	AP09232020	3,500.00	3,049,348.84		

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	
09/24/20	EX21-00121	AP09232020	225.00	3,049,123.84	
09/24/20	EX21-00122	AP09232020	179.00	3,048,944.84	
09/24/20	EX21-00123	AP09232020	152.64	3,048,792.20	
09/24/20	EX21-00124	AP09232020	15.00	3,048,777.20	
09/24/20	EX21-00125	AP09232020	46.00	3,048,731.20	
09/24/20	EX21-00126	AP09232020	198.90	3,048,532.30	
09/24/20	EX21-00127	AP09232020	55.00	3,048,477.30	
09/24/20	EX21-00128	AP09232020	5,664.02	3,042,813.28	
09/24/20	EX21-00129	AP09232020	659.30	3,042,153.98	
09/24/20	EX21-00130	AP09232020	952.47	3,041,201.51	
09/25/20	PR21-00018	20200925-REG	115,991.55	2,925,209.96	
09/29/20	CT21-00262	20/21 SEPT K-12 APPORTIONMENT	136,294.00	3,061,503.96	
09/29/20	GJ21-00002	XFER EXPENSES FR 3220-7420	1,431.82	3,061,503.96	
		Total for 9/2020	606,573.26	260,815.39	
		Net Change	345,757.87		
10/01/20	CT21-00342	20/21 1ST Q INTEREST 0.9460%	6,576.68	3,068,080.64	
10/01/20	EX21-00131	AP09302020	1,224.88	3,066,855.76	
10/01/20	EX21-00132	AP09302020	5,874.00	3,060,981.76	
10/01/20	EX21-00133	AP09302020	1,210.04	3,059,771.72	
10/01/20	EX21-00134	AP09302020	1,650.00	3,058,121.72	
10/01/20	EX21-00135	AP09302020	40.83	3,058,080.89	
10/01/20	EX21-00137	AP09302020	2,013.05	3,056,067.84	
10/01/20	EX21-00138	AP09302020	197,961.84	2,858,106.00	
10/01/20	EX21-00139	AP09302020	142.17	2,857,963.83	
10/08/20	EX21-00140	AP10072020	69.00	2,857,894.83	
10/08/20	EX21-00141	AP10072020	75.00	2,857,819.83	
10/08/20	EX21-00142	AP10072020	53.35	2,857,766.48	
10/08/20	EX21-00143	AP10072020	352.52	2,857,413.96	
10/08/20	EX21-00144	AP10072020	509.66	2,856,904.30	
10/08/20	EX21-00145	AP10072020	92.00	2,856,812.30	
10/08/20	EX21-00146	AP10072020	228.96	2,856,583.34	
10/08/20	EX21-00147	AP10072020	667.50	2,855,915.84	
10/08/20	EX21-00148	AP10072020	1,045.40	2,854,870.44	
10/08/20	EX21-00149	AP10072020	168.02	2,854,702.42	
10/08/20	EX21-00150	AP10072020	3,289.00	2,851,413.42	
10/08/20	EX21-00151	AP10072020	332.26	2,851,081.16	
10/08/20	EX21-00152	AP10072020	575.36	2,850,505.80	
10/08/20	GJ21-00003	MOVE 3006&3007 UNREST TO 3210	11,006.88	2,850,505.80	
10/08/20	GJ21-00004	MOVE 3220 RES TO 3215	514.48	2,850,505.80	
10/08/20	GJ21-00005	xfer to 3220 for dist def 3106 &3107 AAA	11,674.15	2,850,505.80	
10/09/20	PR21-00021	20201009-REG	95,393.86	2,755,111.94	
10/13/20	CT21-00360	19/20 LOTTERY Q4	12,577.76	2,767,689.70	
10/15/20	CT21-00275	October Charter Taxes	29,559.00	2,797,248.70	
10/15/20	EX21-00153	AP10142020	4,487.93	2,792,760.77	
10/15/20	EX21-00154	AP10142020	450.67	2,792,310.10	
10/15/20	EX21-00155	AP10142020	191.62	2,790,150.95	
10/15/20	EX21-00156	AP10142020	201.84	2,789,949.11	
10/15/20	EX21-00157	AP10142020	2,438.65	2,787,510.46	
10/15/20	EX21-00158	AP10142020	157.50	2,787,352.96	
10/15/20	EX21-00159	AP10142020	362.01	2,786,990.95	
10/15/20	EX21-00160	AP10142020	17.16	2,786,973.79	

09 - CHARTER SCHOOLS SPECIAL REV FD			Fiscal Year 2020/21	
JE #	Description	Debits	Credits	Running Balance
10/15/20	EX21-00161	AP10142020	92.00	2,786,881.79
10/15/20	EX21-00162	AP10142020	2,442.04	2,784,439.75
10/15/20	EX21-00163	AP10142020	33.12	2,784,406.63
10/15/20	EX21-00164	AP10142020	272.42	2,784,134.21
10/22/20	EX21-00165	AP10212020	154.93	2,783,979.28
10/22/20	EX21-00166	AP10212020	345.00	2,783,634.28
10/22/20	EX21-00167	AP10212020	1,372.65	2,782,261.63
10/22/20	EX21-00168	AP10212020	225.00	2,782,036.63
10/22/20	EX21-00169	AP10212020	520.00	2,781,516.63
10/22/20	EX21-00170	AP10212020	175.94	2,781,340.69
10/22/20	EX21-00171	AP10212020	135.00	2,781,205.69
10/22/20	EX21-00172	AP10212020	3,246.15	2,777,959.54
10/22/20	EX21-00173	AP10212020	366.13	2,777,593.41
10/22/20	EX21-00174	AP10212020	2,838.82	2,774,754.59
10/22/20	EX21-00175	AP10212020	604.31	2,774,150.28
10/22/20	EX21-00176	AP10212020	2,128.69	2,772,021.59
10/26/20	PR21-00024	20201026-REG	95,674.61	2,676,346.98
10/29/20	CT21-00362	20/21 K-12 APPORTIONMENT OCTOBER	136,294.00	2,812,640.98
10/29/20	EX21-00177	AP10282020	722.46	2,811,918.52
10/29/20	EX21-00178	AP10282020	5,874.00	2,806,044.52
10/29/20	EX21-00179	AP10282020	1,479.13	2,804,565.39
10/29/20	EX21-00180	AP10282020	24.44	2,804,540.95
10/29/20	EX21-00181	AP10282020	413.38	2,804,127.57
10/29/20	EX21-00182	AP10282020	15.00	2,804,112.57
10/29/20	EX21-00183	AP10282020	45.00	2,804,067.57
10/29/20	EX21-00185	AP10282020	6,105.09	2,797,962.48
10/30/20	AR21-00005	210002	1,639.60	2,799,602.08
10/30/20	AR21-00006	210002	303.48	2,799,905.56
10/30/20	AR21-00007	210002	42.00	2,799,947.56
10/30/20	CT21-00313	ORG 58 PRIOR YEAR USE TAX CORRECTING ENTRY	102.12	2,800,049.68
10/31/20	GJ21-00011	to split interest first quarter	3,288.44	3,288.44
		Total for 10/2020	213,770.21	475,224.49
		Net Change		261,454.28-
11/05/20	EX21-00186	AP11042020	149.90	2,799,899.78
11/05/20	EX21-00187	AP11042020	154.96	2,799,744.82
11/05/20	EX21-00188	AP11042020	5,531.59	2,794,213.23
11/05/20	EX21-00189	AP11042020	92.00	2,794,121.23
11/05/20	EX21-00190	AP11042020	226.27	2,793,894.96
11/05/20	EX21-00191	AP11042020	659.63	2,793,235.33
11/05/20	EX21-00192	AP11042020	168.02	2,793,067.31
11/05/20	EX21-00193	AP11042020	332.26	2,792,735.05
11/05/20	EX21-00194	AP11042020	575.36	2,792,159.69
11/05/20	EX21-00195	AP11042020	142.22	2,792,017.47
11/10/20	PR21-00027	20201110-REG	95,377.86	2,696,639.61
11/13/20	EX21-00196	AP11122020	818.19	2,695,821.42
11/13/20	EX21-00197	AP11122020	560.12	2,695,261.30
11/13/20	EX21-00198	AP11122020	104.53	2,695,156.77
11/13/20	EX21-00199	AP11122020	1,999.64	2,693,157.13
11/13/20	EX21-00200	AP11122020	69.00	2,693,088.13

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
11/13/20	EX21-00201	AP11122020	75.00	2,693,013.13
11/13/20	EX21-00202	AP11122020	369.17	2,692,643.96
11/13/20	EX21-00203	AP11122020	451.00	2,692,192.96
11/13/20	EX21-00204	AP11122020	22.00	2,692,170.96
11/13/20	EX21-00205	AP11122020	667.50	2,691,503.46
11/13/20	EX21-00206	AP11122020	3,289.00	2,688,214.46
11/13/20	EX21-00207	AP11122020	33.12	2,688,181.34
11/15/20	CT21-00367	November Charter Taxes	59,118.00	2,747,299.34
11/18/20	CT21-00402	20/21 MANDATE BLOCK GRT 1ST	8,984.00	2,756,283.34
11/19/20	EX21-00208	AP11182020	5,874.00	2,750,409.34
11/19/20	EX21-00209	AP11182020	2,880.00	2,747,529.34
11/19/20	EX21-00210	AP11182020	262.65	2,747,266.69
11/19/20	EX21-00211	AP11182020	157.50	2,747,109.19
11/19/20	EX21-00212	AP11182020	28.78	2,747,080.41
11/19/20	EX21-00213	AP11182020	92.00	2,746,988.41
11/19/20	EX21-00214	AP11182020	764.64	2,746,223.77
11/19/20	EX21-00215	AP11182020	325.00	2,745,898.77
11/19/20	EX21-00216	AP11182020	604.31	2,745,294.46
11/19/20	EX21-00217	AP11182020	550.00	2,744,744.46
11/25/20	CT21-00422	20/21 K-12 APPORTIONMENT NOV	136,294.00	2,881,038.46
11/25/20	PR21-00031	20201125-REG	92,655.20	2,788,383.26
		Total for 11/2020	204,396.00	216,062.42
		Net Change	11,666.42-	
12/01/20	CT21-00464	Use Tax Prepay1 Oct 11.20.2020	191.62	2,788,191.64
12/02/20	GJ21-00009	to split interest first quarter	3,288.44	2,788,191.64
12/02/20	GJ21-00010	to split interest first quarter	3,288.44	2,788,191.64
12/03/20	EX21-00218	AP12022020	465.23	2,787,726.41
12/03/20	EX21-00219	AP12022020	492.11	2,787,234.30
12/03/20	EX21-00220	AP12022020	8,476.96	2,778,757.34
12/03/20	EX21-00221	AP12022020	754.54	2,778,002.80
12/03/20	EX21-00222	AP12022020	1,800.00	2,776,202.80
12/03/20	EX21-00223	AP12022020	1,034.83	2,775,167.97
12/03/20	EX21-00224	AP12022020	15.00	2,775,152.97
12/03/20	EX21-00226	AP12022020	3,500.00	2,771,652.97
12/03/20	EX21-00227	AP12022020	2,000.00	2,769,652.97
12/03/20	EX21-00228	AP12022020	160.12	2,769,492.85
12/03/20	EX21-00229	AP12022020	497.56	2,768,995.29
12/03/20	EX21-00230	AP12022020	443.48	2,768,551.81
12/10/20	EX21-00231	AP12092020	461.03	2,768,090.78
12/10/20	EX21-00232	AP12092020	443.48	2,767,647.30
12/10/20	EX21-00233	AP12092020	154.96	2,767,492.34
12/10/20	EX21-00234	AP12092020	262.65	2,767,229.69
12/10/20	EX21-00235	AP12092020	69.00	2,767,160.69
12/10/20	EX21-00236	AP12092020	19.18	2,767,141.51
12/10/20	EX21-00237	AP12092020	75.00	2,767,066.51
12/10/20	EX21-00238	AP12092020	39.91	2,767,026.60
12/10/20	EX21-00239	AP12092020	46.00	2,766,980.60
12/10/20	EX21-00240	AP12092020	56.50	2,766,924.10
12/10/20	EX21-00241	AP12092020	667.50	2,766,256.60
12/10/20	EX21-00242	AP12092020	168.02	2,766,088.58
12/10/20	EX21-00243	AP12092020	3,289.00	2,762,799.58

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

09 - CHARTER SCHOOLS SPECIAL REV FD			Fiscal Year 2020/21	
JE #	Description	Debits	Credits	Running Balance
12/10/20	EX21-00244	AP12092020	332.26	2,762,467.32
12/10/20	EX21-00245	AP12092020	575.36	2,761,891.96
12/10/20	PR21-00034	20201210-REG	88,507.92	2,673,384.04
12/14/20	CT21-00472	19/20 TITLE I PART A SIXTH APPORT ESSA	5.00	2,673,389.04
12/14/20	CT21-00473	20/21 TITLE I SECOND APPORT PART A	33,454.00	2,706,843.04
12/14/20	CT21-00530	19/20 TITLE I CORRECT 9200 ALLOCATIONS	5.00	2,706,838.04
12/14/20	CT21-00547	19/20 TITLE I PART A SIXTH APPORT ESSA	5.00	2,706,843.04
12/15/20	CT21-00448	December Charter Taxes	59,118.00	2,765,961.04
12/17/20	EX21-00246	AP12162020	465.23	2,765,495.81
12/17/20	EX21-00247	AP12162020	89.27	2,765,406.54
12/17/20	EX21-00248	AP12162020	8,957.92	2,756,448.62
12/17/20	EX21-00249	AP12162020	5,874.00	2,750,574.62
12/17/20	EX21-00250	AP12162020	1,801.00	2,748,773.62
12/17/20	EX21-00251	AP12162020	2,984.87	2,745,788.75
12/17/20	EX21-00252	AP12162020	6,699.94	2,739,088.81
12/17/20	EX21-00253	AP12162020	465.23	2,738,623.58
12/17/20	EX21-00254	AP12162020	3,467.75	2,735,155.83
12/17/20	EX21-00255	AP12162020	157.50	2,734,998.33
12/17/20	EX21-00256	AP12162020	121.19	2,734,877.14
12/17/20	EX21-00257	AP12162020	46.00	2,734,831.14
12/17/20	EX21-00258	AP12162020	678.87	2,734,152.27
12/17/20	EX21-00259	AP12162020	2,000.00	2,732,152.27
12/17/20	EX21-00260	AP12162020	604.31	2,731,547.96
12/17/20	EX21-00261	AP12162020	33.12	2,731,514.84
12/17/20	IFC21-00001	Clear out 9610 and 9310 accounts	333.10	2,731,847.94
12/17/20	PR21-00037	20201217-MAN	701.46	2,731,146.48
12/21/20	CT21-00502	20/21 LLMF GEER FUND	2,990.00	2,734,136.48
12/22/20	PR21-00038	20201222-REG	96,063.67	2,638,072.81
12/23/20	CT21-00534	20/21 EPA PROP 30 QTR 2	144,321.00	2,782,393.81
12/29/20	CT21-00504	20/21 TITLE IV PART A ESSA	17,647.00	2,800,040.81
12/30/20	CT21-00541	20/21 APPORTIONMENT K-12 DECEMBER	136,294.00	2,936,334.81
12/31/20	EX21-00262	AP12302020	110.69	2,936,224.12
12/31/20	EX21-00263	AP12302020	398.92	2,935,825.20
12/31/20	EX21-00264	AP12302020	1,127.94	2,934,697.26
12/31/20	EX21-00265	AP12302020	443.00	2,934,254.26
12/31/20	EX21-00266	AP12302020	15.00	2,934,239.26
12/31/20	EX21-00267	AP12302020	46.00	2,934,193.26
12/31/20	EX21-00269	AP12302020	2,002.50	2,932,190.76
12/31/20	EX21-00270	AP12302020	171.27	2,932,019.49
12/31/20	EX21-00271	AP12302020	342.77	2,931,676.72
12/31/20	GJ21-00012	Check 165497 was Stale Dated	47.04	2,931,723.76
12/31/20	GJ21-00013	Check 779549 was Stale Dated	32.63	2,931,756.39
12/31/20	GJ21-00014	Check 783910 was Stale Dated	17.23	2,931,773.62
12/31/20	GJ21-00015	Check 170611 was Stale Dated	70.57	2,931,844.19
		Total for 12/2020	400,911.45	257,450.52
Net Change		143,460.93		

09 - CHARTER SCHOOLS SPECIAL REV FD			Fiscal Year 2020/21	
JE #	Description	Debits	Credits	Running Balance
01/01/21	CT21-00581	20/21 2ND Q INTEREST 0.7606%		2,937,110.61
01/05/21	AR21-00008	210003		2,937,421.60
01/05/21	AR21-00009	210003		2,938,282.23
01/05/21	AR21-00010	210003		2,938,346.23
01/05/21	AR21-00011	210003		2,939,007.46
01/05/21	AR21-00012	210003		2,939,013.46
01/07/21	CT21-00553	STRS Excess Contr Employer Portion		2,940,693.71
01/07/21	EX21-00272	AP01062021	21.56	2,940,672.15
01/07/21	EX21-00273	AP01062021	59.20	2,940,612.95
01/07/21	EX21-00274	AP01062021	188.02	2,940,424.93
01/07/21	EX21-00275	AP01062021	332.26	2,940,092.67
01/07/21	EX21-00276	AP01062021	588.24	2,939,504.43
01/08/21	PR21-00041	20210108-REG	85,602.34	2,853,902.09
01/11/21	CT21-00562	20/21 LOTTERY QTR1		2,868,816.10
01/13/21	CT21-00597	20/21 TITLE II PART A SECOND APPORT ESSA		2,879,293.10
01/13/21	CT21-00638	20/21 CARES ACT 2ND APPORT	93.00	2,879,386.10
01/14/21	EX21-00277	AP01132021A	17.23	2,879,368.87
01/14/21	EX21-00278	AP01132021A	47.04	2,879,321.83
01/14/21	EX21-00279	AP01132021A	70.57	2,879,251.26
01/14/21	EX21-00280	AP01132021A	32.63	2,879,218.63
01/14/21	EX21-00281	AP01132021A	9,081.18	2,870,137.45
01/14/21	EX21-00282	AP01132021A	1,801.00	2,868,336.45
01/14/21	EX21-00283	AP01132021A	260.00	2,868,076.45
01/14/21	EX21-00284	AP01132021A	280.33	2,867,796.12
01/14/21	EX21-00285	AP01132021A	473.12	2,867,323.00
01/14/21	EX21-00286	AP01132021A	5.40	2,867,317.60
01/14/21	EX21-00287	AP01132021A	816.00	2,866,501.60
01/14/21	EX21-00288	AP01132021A	395.00	2,866,106.60
01/14/21	EX21-00289	AP01132021A	294.00	2,865,812.60
01/14/21	EX21-00290	AP01132021A	75.00	2,865,737.60
01/14/21	EX21-00291	AP01132021A	169.83	2,865,567.77
01/14/21	EX21-00292	AP01132021A	66.50	2,865,501.27
01/14/21	EX21-00293	AP01132021A	3,289.00	2,862,212.27
01/14/21	EX21-00294	AP01132021A	33.12	2,862,179.15
01/14/21	EX21-00295	AP01132021A	17.60	2,862,161.55
01/15/21	CT21-00554	January Charter Taxes	59,118.00	2,921,279.55
01/21/21	EX21-00296	AP01202021	108.86	2,921,170.69
01/21/21	EX21-00297	AP01202021	599.53	2,920,571.16
01/21/21	EX21-00298	AP01202021	447.65	2,920,123.51
01/21/21	EX21-00299	AP01202021	157.50	2,919,966.01
01/21/21	EX21-00300	AP01202021	305.35	2,919,660.66
01/21/21	EX21-00301	AP01202021	66.00	2,919,594.66
01/21/21	EX21-00302	AP01202021	1,500.00	2,918,094.66
01/21/21	EX21-00303	AP01202021	1,640.94	2,916,453.72
01/21/21	EX21-00304	AP01202021	177.92	2,916,275.80
01/21/21	EX21-00305	AP01202021	604.31	2,915,671.49
01/26/21	PR21-00044	20210126-REG	93,845.27	2,821,826.22
01/28/21	CT21-00573	GASB-68 REPORTS & SCHEDULES	350.00	2,821,476.22
01/28/21	CT21-00643	20/21 K-12 APPORTIONMENT JANUARY	136,294.00	2,957,770.22

09 - CHARTER SCHOOLS SPECIAL REV FD			Fiscal Year 2020/21		
JE #	Description	Debits	Credits	Running Balance	
01/28/21	EX21-00306	AP01272021	193.54	2,957,576.68	
01/28/21	EX21-00307	AP01272021	68.76	2,957,507.92	
01/28/21	EX21-00308	AP01272021	976.72	2,956,531.20	
01/28/21	EX21-00309	AP01272021	5,874.00	2,950,657.20	
01/28/21	EX21-00310	AP01272021	1,408.23	2,949,248.97	
01/28/21	EX21-00311	AP01272021	15.00	2,949,233.97	
01/28/21	EX21-00313	AP01272021	2,000.00	2,947,233.97	
01/28/21	EX21-00314	AP01272021	2,213.68	2,945,020.29	
01/28/21	EX21-00315	AP01272021	298.07	2,944,722.22	
01/31/21	GJ21-00016	to split interest first quarter	2,633.11	2,944,722.22	
		Total for 1/2021	232,378.64	219,500.61	
Net Change		12,878.03			
02/04/21	EX21-00316	AP02032021	14.60	2,944,707.62	
02/04/21	EX21-00317	AP02032021	150.92	2,944,556.70	
02/04/21	EX21-00318	AP02032021	8,476.96	2,936,079.74	
02/04/21	EX21-00319	AP02032021	852.39	2,935,227.35	
02/04/21	EX21-00320	AP02032021	44.50	2,935,182.85	
02/04/21	EX21-00321	AP02032021	170.00	2,935,012.85	
02/04/21	EX21-00322	AP02032021	113.93	2,934,898.92	
02/04/21	EX21-00323	AP02032021	137.61	2,934,761.31	
02/04/21	EX21-00324	AP02032021	179.89	2,934,581.42	
02/04/21	EX21-00325	AP02032021	168.02	2,934,413.40	
02/04/21	EX21-00326	AP02032021	332.26	2,934,081.14	
02/04/21	EX21-00327	AP02032021	499.06	2,933,582.08	
02/10/21	PR21-00047	20210210-REG	92,681.69	2,840,900.39	
02/11/21	EX21-00328	AP02102021	1,801.00	2,839,099.39	
02/11/21	EX21-00329	AP02102021	211.70	2,838,887.69	
02/11/21	EX21-00330	AP02102021	1,109.32	2,837,778.37	
02/11/21	EX21-00331	AP02102021	199.21	2,837,579.16	
02/11/21	EX21-00332	AP02102021	575.02	2,837,004.14	
02/11/21	EX21-00333	AP02102021	55.77	2,836,948.37	
02/11/21	EX21-00334	AP02102021	44.50	2,836,903.87	
02/11/21	EX21-00335	AP02102021	348.75	2,836,555.12	
02/11/21	EX21-00336	AP02102021	3,289.00	2,833,266.12	
02/11/21	EX21-00337	AP02102021	33.12	2,833,233.00	
02/15/21	CT21-00656	February Charter Taxes	99,956.00	2,933,189.00	
02/18/21	EX21-00338	AP02172021	21.77	2,933,167.23	
02/18/21	EX21-00339	AP02172021	262.65	2,932,904.58	
02/18/21	EX21-00340	AP02172021	157.50	2,932,747.08	
02/18/21	EX21-00341	AP02172021	75.00	2,932,672.08	
02/18/21	EX21-00342	AP02172021	227.45	2,932,444.63	
02/18/21	EX21-00343	AP02172021	204.32	2,932,240.31	
02/18/21	EX21-00344	AP02172021	44.50	2,932,195.81	
02/18/21	EX21-00345	AP02172021	605.64	2,931,590.17	
02/19/21	CT21-00665	USE TAX PREPAY JAN	23.08	2,931,567.09	
02/25/21	EX21-00346	AP02242021	646.23	2,930,920.86	
02/25/21	EX21-00347	AP02242021	5,874.00	2,925,046.86	
02/25/21	EX21-00348	AP02242021	1,393.18	2,923,653.68	
02/25/21	EX21-00349	AP02242021	200.00	2,923,453.68	
02/25/21	EX21-00350	AP02242021	15.00	2,923,438.68	
02/25/21	EX21-00352	AP02242021	2,000.00	2,921,438.68	

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	
02/25/21	EX21-00353	AP02242021	615.00	2,920,823.68	
02/25/21	EX21-00354	AP02242021	90.00	2,920,733.68	
02/25/21	EX21-00355	AP02242021	298.07	2,920,435.61	
02/25/21	PR21-00050	20210225-REG	93,051.58	2,827,384.03	
		Total for 2/2021	99,956.00	217,294.19	
		Net Change	117,338.19-		
03/01/21	CT21-00752	20/21 K-12 FEBRUARY APPORTIONMENT	84,296.00	2,911,680.03	
03/01/21	CT21-00760	20/21 K-12 FEBRUARY APPORTIONMENT CORRECT TRAILING ZEROS		2,827,384.03	
03/01/21	CT21-00772	20/21 K-12 FEBRUARY APPORTIONMENT	84,296.00	2,911,680.03	
03/02/21	CT21-00724	20/21 TITLE V, SUBPART 2, ESSA	2,886.00	2,914,566.03	
03/04/21	EX21-00356	AP03032021A	458.41	2,914,107.62	
03/04/21	EX21-00357	AP03032021A	201.87	2,913,905.75	
03/04/21	EX21-00358	AP03032021A	510.00	2,913,395.75	
03/04/21	EX21-00359	AP03032021A	107.80	2,913,287.95	
03/04/21	EX21-00360	AP03032021A	427.22	2,912,860.73	
03/04/21	EX21-00361	AP03032021A	44.50	2,912,816.23	
03/04/21	EX21-00362	AP03032021A	340.00	2,912,476.23	
03/04/21	EX21-00363	AP03032021A	610.50	2,911,865.73	
03/04/21	EX21-00364	AP03032021A	336.64	2,911,529.09	
03/04/21	EX21-00365	AP03032021A	554.64	2,910,974.45	
03/04/21	EX21-00366	AP03032021A	156.55	2,910,817.90	
03/08/21	AR21-00013	DP-21004	1,500.00	2,912,317.90	
03/08/21	AR21-00014	DP-21004	64.69	2,912,382.59	
03/08/21	AR21-00015	DP-21004	11,576.78	2,923,959.37	
03/08/21	AR21-00016	DP-21004	100.00	2,924,059.37	
03/10/21	PR21-00053	20210310-REG		86,651.71	
03/11/21	EX21-00367	AP03102021	24.00	2,837,383.66	
03/11/21	EX21-00368	AP03102021	53.19	2,837,330.47	
03/11/21	EX21-00369	AP03102021	5,532.42	2,831,798.05	
03/11/21	EX21-00370	AP03102021	48.61	2,831,749.44	
03/11/21	EX21-00371	AP03102021	9,033.51	2,822,715.93	
03/11/21	EX21-00372	AP03102021	1,801.00	2,820,914.93	
03/11/21	EX21-00373	AP03102021	1,008.12	2,819,906.81	
03/11/21	EX21-00374	AP03102021	4,282.43	2,815,624.38	
03/11/21	EX21-00375	AP03102021	1,250.27	2,814,374.11	
03/11/21	EX21-00376	AP03102021	44.50	2,814,329.61	
03/11/21	EX21-00377	AP03102021	75.29	2,814,254.32	
03/11/21	EX21-00378	AP03102021	168.02	2,814,086.30	
03/11/21	EX21-00379	AP03102021	283.03	2,813,803.27	
03/15/21	CT21-00754	March Charter Taxes	49,978.00	2,863,781.27	
03/18/21	CT21-00738	School Services of California	300.00	2,863,481.27	
03/18/21	EX21-00380	AP03172021A	262.65	2,863,218.62	
03/18/21	EX21-00381	AP03172021A	69.00	2,863,149.62	
03/18/21	EX21-00382	AP03172021A	157.50	2,862,992.12	
03/18/21	EX21-00383	AP03172021A	75.00	2,862,917.12	
03/18/21	EX21-00384	AP03172021A	171.92	2,862,745.20	
03/18/21	EX21-00385	AP03172021A	112.50	2,862,632.70	

09 - CHARTER SCHOOLS SPECIAL REV FD					Fiscal Year 2020/21
JE #	Description	Debits	Credits	Running Balance	
03/18/21	EX21-00386	AP03172021A	1,601.98	2,861,030.72	
03/18/21	EX21-00387	AP03172021A	3,289.00	2,857,741.72	
03/18/21	EX21-00388	AP03172021A	725.07	2,857,016.65	
03/18/21	EX21-00389	AP03172021A	33.12	2,856,983.53	
03/18/21	EX21-00390	AP03172021A	166.06	2,856,817.47	
03/23/21	CT21-00789	20/21 SECOND APPORT LEARNING LOSS MIT GEER	8,970.00	2,865,787.47	
03/23/21	CT21-00849	20/21 SECOND APPORT LEARNING LOSS MIT GEER		2,856,817.47	
03/23/21	CT21-00850	20/21 SECOND APPORT LEARNING LOSS MIT GEER-correction	8,970.00	2,865,787.47	
03/25/21	EX21-00391	AP03242021	100.00	2,865,687.47	
03/25/21	EX21-00392	AP03242021	1,421.87	2,864,265.60	
03/25/21	EX21-00393	AP03242021	190.53	2,864,075.07	
03/25/21	EX21-00394	AP03242021	15.00	2,864,060.07	
03/25/21	EX21-00395	AP03242021	66.00	2,863,994.07	
03/25/21	EX21-00396	AP03242021	750.00	2,863,244.07	
03/25/21	EX21-00397	AP03242021	2,000.00	2,861,244.07	
03/25/21	EX21-00398	AP03242021	298.07	2,860,946.00	
03/25/21	PR21-00056	20210325-REG	96,634.00	2,764,312.00	
03/26/21	CT21-00804	20/21 QTR 3 PROP 30 EPA	159,323.00	2,923,635.00	
03/29/21	CT21-00809	20/21 K-12 MARCH APPORTIONMENT	41,279.00	2,964,914.00	
		Total for 3/2021	453,239.47	315,709.50	
		Net Change	137,529.97		
04/01/21	CT21-00924	20/21 3RD Q INTEREST 0.8039%	5,822.66	2,970,736.66	
04/01/21	EX21-00399	AP03312021		2,970,719.47	
04/01/21	EX21-00400	AP03312021		2,970,030.08	
04/01/21	EX21-00401	AP03312021		2,964,156.08	
04/01/21	EX21-00402	AP03312021		2,963,567.08	
04/01/21	EX21-00403	AP03312021		2,962,895.08	
04/01/21	EX21-00404	AP03312021		2,913,636.09	
04/01/21	EX21-00405	AP03312021		2,913,500.00	
04/01/21	EX21-00406	AP03312021		2,913,145.79	
04/01/21	EX21-00407	AP03312021		2,913,124.29	
04/01/21	EX21-00409	AP03312021		2,913,069.88	
04/07/21	EX21-00410	AP04072021		2,912,888.44	
04/07/21	EX21-00411	AP04072021		2,912,813.44	
04/07/21	EX21-00412	AP04072021		2,912,751.97	
04/07/21	EX21-00413	AP04072021		2,912,563.95	
04/07/21	EX21-00414	AP04072021		2,909,274.95	
04/07/21	EX21-00415	AP04072021		2,908,938.31	
04/07/21	EX21-00416	AP04072021		2,908,383.67	
04/08/21	CT21-00928	20/21 LOTTERY QTR2	14,660.24	2,923,043.91	
04/09/21	PR21-00059	20210409-REG		2,808,110.85	
04/13/21	CT21-00925	18/19 CAASPP THIRD APPORT	832.00	2,808,942.85	
04/14/21	CT21-00883	20/21 TITLE I THIRD APPORT PART A	16,618.00	2,825,560.85	
04/15/21	CT21-00836	April Charter Taxes	49,978.00	2,875,538.85	
04/15/21	CT21-00926	18/19 ELPAC FIRST APPORT	145.00	2,875,683.85	
04/15/21	EX21-00417	AP04142021		2,875,585.87	
04/15/21	EX21-00418	AP04142021		2,866,448.65	
04/15/21	EX21-00419	AP04142021		2,865,755.59	

09 - CHARTER SCHOOLS SPECIAL REV FD			Fiscal Year 2020/21		
JE #	Description	Debits	Credits	Running Balance	
04/15/21	EX21-00420		1,921.15	2,863,834.44	
04/15/21	EX21-00421	65.25	838.90	2,863,060.79	
04/15/21	EX21-00422		2,012.83	2,861,047.96	
04/15/21	EX21-00423		262.65	2,860,785.31	
04/15/21	EX21-00424		3,000.00	2,857,785.31	
04/15/21	EX21-00425		69.00	2,857,716.31	
04/15/21	EX21-00426		608.21	2,857,108.10	
04/15/21	EX21-00427		115.00	2,856,993.10	
04/15/21	EX21-00428		66.00	2,856,927.10	
04/15/21	EX21-00429		194.50	2,856,732.60	
04/15/21	EX21-00430		679.69	2,856,052.91	
04/15/21	EX21-00431		125.38	2,855,927.53	
04/15/21	EX21-00432		33.12	2,855,894.41	
04/20/21	AR21-00017	84.00		2,855,978.41	
04/20/21	AR21-00018	1,053.66		2,857,032.07	
04/20/21	AR21-00019	340.02		2,857,372.09	
04/20/21	AR21-00020	53,984.56		2,911,356.65	
04/20/21	AR21-00021	26,434.85		2,937,791.50	
04/20/21	AR21-00022	200.00		2,937,991.50	
04/21/21	CT21-00860	1,883.00		2,939,874.50	
	20/21 TITLE IV PART A ESSA THIRD APPORT				
04/22/21	EX21-00433		243.98	2,939,630.52	
04/22/21	EX21-00434		3,782.21	2,935,848.31	
04/22/21	EX21-00435		157.50	2,935,690.81	
04/22/21	EX21-00436		128.32	2,935,562.49	
04/22/21	EX21-00437		44.50	2,935,517.99	
04/22/21	EX21-00438		324.33	2,935,193.66	
04/22/21	EX21-00439		954.93	2,934,238.73	
04/22/21	EX21-00440		297.38	2,933,941.35	
04/26/21	CT21-00920	43,786.00		2,977,727.35	
04/26/21	PR21-00062		93,070.15	2,884,657.20	
04/29/21	CT21-00922	39,746.00		2,924,403.20	
04/29/21	EX21-00441		165.00	2,924,238.20	
04/29/21	EX21-00442		706.94	2,923,531.26	
04/29/21	EX21-00443		5,874.00	2,917,657.26	
04/29/21	EX21-00444		1,420.82	2,916,236.44	
04/29/21	EX21-00445		15.00	2,916,221.44	
04/29/21	EX21-00446		44.50	2,916,176.94	
04/29/21	EX21-00448		3,185.00	2,912,991.94	
04/29/21	EX21-00449		1,211.04	2,911,780.90	
04/29/21	EX21-00450		389.00	2,911,391.90	
04/29/21	EX21-00451		56.95	2,911,334.95	
04/29/21	EX21-00452		331.54	2,911,003.41	
	Total for 4/2021	255,633.24	309,543.83		
	Net Change	53,910.59-			
05/06/21	EX21-00453		190.40	2,910,813.01	
05/06/21	EX21-00454		63.03	2,910,749.98	
05/06/21	EX21-00455		69.00	2,910,680.98	
05/06/21	EX21-00456		650.25	2,910,030.73	
05/06/21	EX21-00457		100.00	2,909,930.73	
05/06/21	EX21-00458		136.63	2,909,794.10	

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

JE #	Description	Debits	Credits	Running Balance
05/06/21	EX21-00459		1,875.00	2,907,919.10
05/06/21	EX21-00460		389.00	2,907,530.10
05/06/21	EX21-00461		1,984.72	2,905,545.38
05/06/21	EX21-00462		356.40	2,905,188.98
05/06/21	EX21-00463		336.64	2,904,852.34
05/06/21	EX21-00464		554.64	2,904,297.70
05/10/21	PR21-00065		93,499.08	2,810,798.62
05/13/21	EX21-00465		9,147.63	2,801,650.99
05/13/21	EX21-00466		110.00	2,801,540.99
05/13/21	EX21-00467		1,829.86	2,799,711.13
05/13/21	EX21-00468		1,433.69	2,798,277.44
05/13/21	EX21-00469	260.28	568.97	2,797,968.75
05/13/21	EX21-00470		62.55	2,797,906.20
05/13/21	EX21-00471		170.34	2,797,735.86
05/13/21	EX21-00472		115.00	2,797,620.86
05/13/21	EX21-00473		89.00	2,797,531.86
05/13/21	EX21-00474		667.50	2,796,864.36
05/13/21	EX21-00475		201.18	2,796,663.18
05/13/21	EX21-00476		168.02	2,796,495.16
05/13/21	EX21-00477		3,289.00	2,793,206.16
05/13/21	EX21-00478		33.12	2,793,173.04
05/15/21	CT21-00936	49,978.00		2,843,151.04
05/17/21	IFC21-00002	2,989.91	2,832.76	2,843,308.19
				8660 AND BALANCE OUT FD 76
05/20/21	EX21-00479		7,591.72	2,835,716.47
05/20/21	EX21-00480		728.00	2,834,988.47
05/20/21	EX21-00481		262.65	2,834,725.82
05/20/21	EX21-00482		745.98	2,833,979.84
05/20/21	EX21-00483		157.50	2,833,822.34
05/20/21	EX21-00484		75.00	2,833,747.34
05/20/21	EX21-00485		59.08	2,833,688.26
05/20/21	EX21-00486		66.00	2,833,622.26
05/20/21	EX21-00487		2,013.57	2,831,608.69
05/20/21	EX21-00488		2,000.00	2,829,608.69
05/20/21	EX21-00489		1,283.02	2,828,325.67
05/26/21	PR21-00068		96,257.51	2,732,068.16
05/27/21	EX21-00490		42.95	2,732,025.21
05/27/21	EX21-00491		5,874.00	2,726,151.21
05/27/21	EX21-00492		252.11	2,725,899.10
05/27/21	EX21-00493		1,607.11	2,724,291.99
05/27/21	EX21-00494		169.56	2,724,122.43
05/27/21	EX21-00495		234.00	2,723,888.43
05/27/21	EX21-00496		171.98	2,723,716.45
05/27/21	EX21-00497		15.00	2,723,701.45
05/27/21	EX21-00498		44.50	2,723,656.95
05/27/21	EX21-00500		389.00	2,723,267.95
05/27/21	EX21-00501		297.38	2,722,970.57
		Total for 5/2021	53,228.19	241,261.03
	Net Change	188,032.84-		
06/03/21	EX21-00502		44.45	2,722,926.12
06/03/21	EX21-00503		71.40	2,722,854.72

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
06/03/21	EX21-00504	AP06022021	119.00	2,722,735.72
06/03/21	EX21-00505	AP06022021	988.31	2,721,747.41
06/03/21	EX21-00506	AP06022021	53,750.00	2,667,997.41
06/03/21	EX21-00507	AP06022021	12,336.60	2,655,660.81
06/03/21	EX21-00508	AP06022021	344.79	2,655,316.02
06/03/21	EX21-00509	AP06022021	21.50	2,655,294.52
06/03/21	EX21-00510	AP06022021	163.32	2,655,131.20
		Total for 6/2021	.00	67,839.37
Net Change		67,839.37-		

Total for 09 - CHARTER SCHOOLS SPECIAL REV FD **5,794,142.93** **3,139,011.73**
Net Change **2,655,131.20** *Font Balance*

Recap by Resource

Rsrc-PY	Bal Forward	Debit	Credit	Ending Bal	Resource Description
0000-0	.00	2,307,024.06	1,137,294.43	1,169,729.63	NO REPORTING REQUIREM
0000-1	.00	2,248,510.30	1,014,875.02	1,233,635.28	NO REPORTING REQUIREM
1100-0	.00	21,224.64	4,249.38	16,975.26	STATE LOTTERY
1100-1	.00	21,834.78	3,720.60	18,114.18	STATE LOTTERY
1400-0	.00	296,966.00	64,311.00	232,655.00	PROPOSITION 30 (EPA)
1400-1	.00	276,188.00	60,986.00	215,202.00	PROPOSITION 30 (EPA)
3010-0	.00	29,298.00	38,755.45	9,457.45-	NCLB TITLE I: LOW-INC/NEC
3010-1	.00	20,784.00	51,635.39	30,851.39-	NCLB TITLE I: LOW-INC/NEC
3210-0	.00	23,987.00	40,245.43	16,258.43-	CARES ACT-ESSER FUND
3210-1	.00	36,415.00	53,999.31	17,584.31-	CARES ACT-ESSER FUND
3212-0	.00		6,744.59	6,744.59-	CARES ACT-ESSER II FUND
3212-1	.00		1,808.36	1,808.36-	CARES ACT-ESSER II FUND
3215-0	.00	4,025.00	4,177.09	152.09-	GOVENOR'S EMERG ED RE
3215-1	.00	16,905.00	17,285.46	380.46-	GOVENOR'S EMERG ED RE
3220-0	.00	57,966.30	58,996.32	1,030.02-	CORONAVIRUS RELIEF FD
3220-1	.00	138,630.00	139,587.63	957.63-	CORONAVIRUS RELIEF FD
4035-0	.00	4,289.00	6,342.26	2,053.26-	TITLE II:TEACHER QUALITY
4035-1	.00	6,188.00	11,908.77	5,720.77-	TITLE II:TEACHER QUALITY
4126-0	.00	1,525.00	2,641.52	1,116.52-	NCLB:TITLE VI,PT B, REAP
4126-1	.00	1,361.00		1,361.00	NCLB:TITLE VI,PT B, REAP
4127-0	.00	10,000.00	12,097.73	2,097.73-	TITLE IV
4127-1	.00	9,530.00	13,005.64	3,475.64-	TITLE IV
6030-1	.00	92,299.67	187,589.06	95,289.39-	CHARTER SCH. FACILITIES
6230-0	.00	51,100.00		51,100.00	CALIF CLAN ENERGY JOB A
6230-1	.00	51,959.00		51,959.00	CALIF CLAN ENERGY JOB A
6300-0	.00	7,221.92	3,751.83	3,470.09	LOTTERY: INSTRUCTIONAL
6300-1	.00	6,087.16	2,479.06	3,608.10	LOTTERY: INSTRUCTIONAL
7085-0	.00	5,021.42	9,827.20	4,805.78-	LSCCP GRANT
7085-1	.00	5,372.57	10,254.98	4,882.41-	LSCCP GRANT
7388-0	.00	708.54	708.54	.00	Protective Equipment/Cleanin
7388-1	.00	1,092.57	1,092.57	.00	Protective Equipment/Cleanin
7420-0	.00	11,947.00	11,986.53	39.53-	STATE LEARNING LOSS MI
7420-1	.00	12,698.00	13,232.82	534.82-	STATE LEARNING LOSS MI

76 - WARRANT/PASS-THROUGH			Fiscal Year 2020/21		
JE #	Description	Debits	Credits	Running Balance	
10/31/20	GJ21-00011	to split interest first quarter	21.69	21.69	32,410.13
		Total for 10/2020	191,133.55	191,000.92	
		Net Change	132.63		
11/10/20	CT21-00343	20201110-REG		29,757.74	2,652.39
11/10/20	PR21-00027	20201110-REG	95,377.86	48,574.54	49,455.71
11/10/20	PR21-00028	20201110-REG		976.35	48,479.36
11/19/20	CT21-00381	58-Oct Staywell Transfer		27,784.88	20,694.48
11/23/20	CT21-00369	20201123-MAN		77.06	20,617.42
11/23/20	PR21-00030	20201123-MAN		350.24	20,267.18
11/25/20	CT21-00383	20201125-REG		28,576.69	8,309.51-
11/25/20	PR21-00031	20201125-REG	92,655.20	47,063.24	37,282.45
11/25/20	PR21-00032	20201125-REG		976.35	36,306.10
		Total for 11/2020	188,033.06	184,137.09	
		Net Change	3,895.97		
12/02/20	GJ21-00009	to split interest first quarter	21.69	21.69	36,306.10
12/02/20	GJ21-00010	to split interest first quarter	21.69	21.69	36,306.10
12/03/20	EX21-00224	AP12022020		407.96	35,898.14
12/03/20	EX21-00225	AP12022020		2,031.05	33,867.09
12/10/20	CT21-00426	20201210-REG		26,897.96	6,969.13
12/10/20	PR21-00034	20201210-REG	88,507.92	44,640.80	50,836.25
12/10/20	PR21-00035	20201210-REG		976.35	49,859.90
12/11/20	CT21-00445	58-Nov Staywell Transfer		27,784.88	22,075.02
12/17/20	CT21-00449	20201217-MAN		105.11	21,969.91
12/17/20	IFC21-00001	Clear out 9610 and 9310 accounts		333.10	21,636.81
12/17/20	PR21-00037	20201217-MAN	701.46	587.32	21,750.95
12/22/20	CT21-00462	20201222-REG		30,093.76	8,342.81-
12/22/20	PR21-00038	20201222-REG	96,063.67	48,916.73	38,804.13
12/22/20	PR21-00039	20201222-REG		976.35	37,827.78
12/31/20	EX21-00266	AP12302020		407.96	37,419.82
12/31/20	EX21-00268	AP12302020		2,031.05	35,388.77
		Total for 12/2020	185,316.43	186,233.76	
		Net Change	917.33-		
01/01/21	CT21-00581	20/21 2ND Q INTEREST 0.7606%	55.80		35,444.57
01/05/21	CT21-00519	58-Dec Staywell Transfer		27,784.88	7,659.69
01/06/21	CT21-00540	Employee Excess STRS to Dist Fund 76...9511	427.30		8,086.99
01/08/21	CT21-00512	20210108-REG		26,139.87	18,052.88-
01/08/21	PR21-00041	20210108-REG	85,602.34	42,526.97	25,022.49
01/08/21	PR21-00042	20210108-REG		976.35	24,046.14
01/26/21	CT21-00563	20210126-REG		29,265.17	5,219.03-
01/26/21	PR21-00044	20210126-REG	93,845.27	47,401.53	41,224.71
01/26/21	PR21-00045	20210126-REG		1,127.35	40,097.36
01/28/21	EX21-00311	AP01272021		407.96	39,689.40
01/28/21	EX21-00312	AP01272021		2,031.05	37,658.35
01/31/21	GJ21-00016	to split interest first quarter	27.90	27.90	37,658.35
		Total for 1/2021	179,958.61	177,689.03	
		Net Change	2,269.58		
02/08/21	CT21-00607	58-Jan Staywell Transfer		27,784.88	9,873.47
02/10/21	CT21-00596	20210210-REG		28,694.31	18,820.84-

76 - WARRANT/PASS-THROUGH **Fiscal Year 2020/21**

JE #	Description	Debits	Credits	Running Balance	
02/10/21	PR21-00047	20210210-REG	92,681.69	46,821.07	27,039.78
02/10/21	PR21-00048	20210210-REG		1,127.35	25,912.43
02/25/21	CT21-00666	20210225-REG		28,853.32	2,940.89-
02/25/21	EX21-00350	AP02242021		407.96	3,348.85-
02/25/21	EX21-00351	AP02242021		2,031.05	5,379.90-
02/25/21	PR21-00050	20210225-REG	93,051.58	47,027.33	40,644.35
02/25/21	PR21-00051	20210225-REG		1,127.35	39,517.00
		Total for 2/2021	185,733.27	183,874.62	
Net Change		1,858.65			
03/05/21	CT21-00708	58-Feb Staywell Transfer		27,784.88	11,732.12
03/10/21	CT21-00703	20210310-REG		26,258.38	14,526.26-
03/10/21	PR21-00053	20210310-REG	86,651.71	43,294.71	28,830.74
03/10/21	PR21-00054	20210310-REG		1,127.35	27,703.39
03/25/21	CT21-00745	20210325-REG		30,405.94	2,702.55-
03/25/21	EX21-00394	AP03242021		407.96	3,110.51-
03/25/21	PR21-00056	20210325-REG	96,634.00	49,016.95	44,506.54
03/25/21	PR21-00057	20210325-REG		1,127.35	43,379.19
		Total for 3/2021	183,285.71	179,423.52	
Net Change		3,862.19			
04/01/21	CT21-00924	20/21 3RD Q INTEREST 0.8039%	57.96		43,437.15
04/01/21	EX21-00408	AP03312021		2,031.05	41,406.10
04/07/21	CT21-00817	58-Mar Staywell Transfer		27,784.88	13,621.22
04/09/21	CT21-00805	20210409-REG		35,340.02	21,718.80-
04/09/21	PR21-00059	20210409-REG	114,933.06	62,128.60	31,085.66
04/09/21	PR21-00060	20210409-REG		1,127.35	29,958.31
04/26/21	CT21-00840	20210426-REG		28,854.42	1,103.89
04/26/21	PR21-00062	20210426-REG	93,070.15	47,047.49	47,126.55
04/26/21	PR21-00063	20210426-REG		1,127.35	45,999.20
04/29/21	EX21-00445	AP04282021		407.96	45,591.24
04/29/21	EX21-00447	AP04282021		2,031.05	43,560.19
		Total for 4/2021	208,061.17	207,880.17	
Net Change		181.00			
05/05/21	CT21-00889	58-April Staywell Transfer		27,784.88	15,775.31
05/10/21	CT21-00885	20210510-REG		29,131.71	13,356.40-
05/10/21	PR21-00065	20210510-REG	93,499.08	47,194.22	32,948.46
05/10/21	PR21-00066	20210510-REG		1,127.35	31,821.11
05/17/21	IFC21-00002	TO SPLIT 3rd QUATER INTEREST 8660 AND BALANCE OUT FD 76		157.15	31,663.96
05/26/21	CT21-00941	20210526-REG		30,188.72	1,475.24
05/26/21	PR21-00068	20210526-REG	96,257.51	48,861.54	48,871.21
05/26/21	PR21-00069	20210526-REG		1,127.35	47,743.86
05/27/21	EX21-00497	AP05262021		407.96	47,335.90
05/27/21	EX21-00499	AP05262021		2,031.05	45,304.85
		Total for 5/2021	189,756.59	188,011.93	
Net Change		1,744.66			
Total for 76 - WARRANT/PASS-THROUGH			2,014,318.07	1,969,013.22	
Net Change		45,304.85			

09 - CHARTER SCHOOLS SPECIAL REV FD **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>
7422-0	.00		22,790.15	22,790.15-	IN-PERSON INSTRUCTION (
7422-1	.00		57,317.53	57,317.53-	IN-PERSON INSTRUCTION (
7425-0	.00		53,750.00	53,750.00-	EXPANDED LEARN OPP RE
7510-0	.00	1,998.00	4,055.93	2,057.93-	LOW PERFORMING SCHOO
7510-1	.00	13,986.00	15,508.15	1,522.15-	LOW PERFORMING SCHOO
	.00	5,794,142.93	3,139,011.73	2,655,131.20	

76 - WARRANT/PASS-THROUGH			Fiscal Year 2020/21		
JE #	Description	Debits	Credits	Running Balance	
07/01/20	BB21-00002	333.10	2,976.38	2,643.28-	
07/09/20	CT21-00003		1,113.58	3,756.86-	
07/09/20	EX21-00003		1,220.31	4,977.17-	
07/09/20	EX21-00006		1,823.52	6,800.69-	
07/09/20	PR21-00005	2,934.47	1,786.32	5,652.54-	
07/10/20	CT21-00001		14,588.62	20,241.16-	
07/10/20	CT21-00002		3,436.13	23,677.29-	
07/10/20	PR21-00001	45,583.55	22,454.64	548.38-	
07/10/20	PR21-00002		402.00	950.38-	
07/10/20	PR21-00004	11,787.08	5,374.57	5,462.13	
07/23/20	EX21-00031		396.84	5,065.29	
07/24/20	CT21-00011		16,774.37	11,709.08-	
07/24/20	PR21-00006	53,465.24	25,911.71	15,844.45	
07/24/20	PR21-00007		402.00	15,442.45	
	Total for 7/2020	114,103.44	98,660.99		
	Net Change	15,442.45			
08/06/20	EX21-00041		1,181.67	14,260.78	
08/10/20	CT21-00022		26,304.86	12,044.08-	
08/10/20	PR21-00009	86,122.52	43,379.19	30,699.25	
08/10/20	PR21-00010		475.35	30,223.90	
08/14/20	CT21-00081		15,371.31	14,852.59	
08/26/20	CT21-00095		28,393.28	13,540.69-	
08/26/20	PR21-00012	91,931.13	47,032.96	31,357.48	
08/26/20	PR21-00013		475.35	30,882.13	
08/27/20	EX21-00079		407.96	30,474.17	
	Total for 8/2020	178,053.65	163,021.93		
	Net Change	15,031.72			
09/10/20	CT21-00146		29,648.74	825.43	
09/10/20	EX21-00098		3,655.88	2,830.45-	
09/10/20	PR21-00015	94,891.04	48,703.92	43,356.67	
09/10/20	PR21-00016		475.35	42,881.32	
09/17/20	CT21-00192		26,547.70	16,333.62	
09/24/20	EX21-00124		407.96	15,925.66	
09/25/20	CT21-00199		35,820.15	19,894.49-	
09/25/20	PR21-00018	115,991.55	63,269.21	32,827.85	
09/25/20	PR21-00019		550.35	32,277.50	
	Total for 9/2020	210,882.59	209,079.26		
	Net Change	1,803.33			
10/01/20	CT21-00342	20/21 1ST Q INTEREST 0.9460%	43.39	32,320.89	
10/01/20	EX21-00136	AP09302020	1,827.94	30,492.95	
10/05/20	CT21-00242	58-Sept Staywell Transfer	27,784.88	2,708.07	
10/09/20	CT21-00246	20201009-REG	29,971.07	27,263.00-	
10/09/20	PR21-00021	20201009-REG	95,393.86	19,252.14	
10/09/20	PR21-00022	20201009-REG	475.35	18,776.79	
10/26/20	CT21-00297	20201026-REG	29,907.33	11,130.54-	
10/26/20	PR21-00024	20201026-REG	95,674.61	35,575.49	
10/26/20	PR21-00025	20201026-REG	726.35	34,849.14	
10/29/20	EX21-00182	AP10282020	407.96	34,441.18	
10/29/20	EX21-00184	AP10282020	2,031.05	32,410.13	

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

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>
Recap by Resource					
-	.00	2,013,734.85	1,937,995.84	75,739.01	
0000-0	.00	511.94	15,728.97	15,217.03-	NO REPORTING REQUIREM
0000-1	.00	71.28	15,288.41	15,217.13-	NO REPORTING REQUIREM
	.00	2,014,318.07	1,969,013.22	45,304.85	

JE #	Description	Debits	Credits	Running Balance
Total for Org Charter Academy of the Redwoods		7,808,461.00	5,108,024.95	

**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	FIRST	SECOND	ESTIMATED	ACTUALS	% OF
		Previous years	BUDGET	BUDGET for	INTERIM	INTERIM	Actuals		ACTUALS
		Totals	6/09/20 FOR	2020/2021	BUDGET	BUDGET	6/8/2021		TO
			2020/2021		12/8/20	3/9/21			ESTIMATE
A. REVENUES									
1. Revenue Limit Sources									
				0.00					0.00%
Education Protection Act	8012	132,291.00	196,396.00	196,396.00	299,933.00	299,933.00	309,964.00	232,430.00	74.99%
State Aid - Current Year	8011	893,997.00	753,800.00	865,192.24	698,163.72	735,783.72	728,691.46	590,191.00	80.99%
State Aid - Prior Years	8019	63.00						130.00	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00	0.00	0.00	0.00		
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00	0.00	0.00	0.00		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00	0.00	0.00	0.00		
Revenue Limit Transfers (for rev. limit funded schools):									
PERS Reduction Transfer	8092	0.00		0.00	0.00	0.00	0.00		
Charter Schools Funding in Lieu of Property Taxes	8096	375,552.00	344,249.00	344,249.00	406,621.00	369,001.00	369,001.00	344,815.00	93.45%
Other Revenue Limit Transfers	8091, 8097	0.00							
Total, Revenue Limit Sources		1,401,903.00	1,294,445.00	1,405,837.24	1,404,717.72	1,404,717.72	1,407,656.46	1,167,566.00	83.94%
2. Federal Revenues									
No Child Left Behind	8290	67,345.00	66,776.00	140,875.00	128,216.00	128,179.00	137,837.00	127,414.00	92.44%
Special Education - Federal	8181, 8182	0.00		0.00	0.00	0.00	0.00	0.00	
Child Nutrition - Federal	8220	0.00		0.00	0.00	0.00	0.00	0.00	
Other Federal Revenues	8110, 8260-829	0.00		0.00	0.00	0.00	0.00	0.00	
Total, Federal Revenues		67,345.00	66,776.00	140,875.00	128,216.00	128,179.00	137,837.00	127,414.00	92.44%
3. Other State Revenues									
Mandated Block Grant	8550	5,415.00	5,165.62	5,165.62	5,165.62	5,165.62	5,165.62	5,166.00	100.01%
Lottery	8560	34,819.04	28,967.58	27,848.06	27,848.06	27,848.06	27,848.06	20,445.35	73.42%
All Other State Revenues	8590	2,757.00	1,000.00	1,000.00	12,947.00	12,947.00	62,947.00	12,358.00	19.63%
Total, Other State Revenues		42,991.04	35,133.20	34,013.68	45,960.68	45,960.68	95,960.68	37,969.35	39.57%
4. Other Local Revenues									
Interest	8660	20,514.96	18,500.00	20,600.00	20,600.00	20,600.00	11,000.00	8,911.45	81.01%
LCSP grant	8677	5,021.42	5,021.42	5,021.42	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	1,000.00	1,000.00	1,400.00	594.36	42.45%
Reimbursement from Willits Charter school lunch program	8699		1,147.00	1,147.00	500.00	500.00	500.00	0.00	0.00%
Prop 39 Transfer	8781	15,372.00	24,209.62	24,209.62	24,209.62	24,209.62	24,209.62	0.00	0.00%
Total, Local Revenues		43,502.57	49,678.04	51,975.04	51,351.04	51,351.04	42,131.04	9,505.81	22.56%
5. TOTAL REVENUES		1,555,741.61	1,448,232.24	1,632,703.96	1,630,225.44	1,630,188.44	1,683,585.14	1,342,455.16	79.74%
B. EXPENDITURES									
1. Certificated Salaries									
Teachers' Salaries	1100	371,684.32	393,884.75	405,628.75	410,728.75	405,628.75	432,650.00	387,481.86	89.56%
Certificated Pupil Support Salaries	1200			0.00	0.00	0.00	0.00	0.00	
Certificated Supervisors' and Administrators' Salaries	1300	70,717.68	71,974.61	74,015.21	74,415.21	74,415.21	76,041.00	70,084.39	92.17%
Other Certificated Salaries	1900	0.00		0.00	0.00	0.00	0.00	0.00	
Total, Certificated Salaries		442,402.00	465,859.36	479,643.96	485,143.96	480,043.96	508,691.00	457,566.25	89.55%
2. Non-certificated Salaries									
Instructional Aides' Salaries	2100	41,358.85	31,931.37	42,086.33	43,486.33	45,986.33	35,200.00	33,787.84	95.99%
Non-certificated Support Salaries	2200	87,375.09	81,230.13	90,355.55	90,555.55	109,431.00	104,000.00	93,045.49	89.47%
Non-certificated Supervisors' and Administrators' Sal.	2300	59,562.75	60,291.50	39,505.50	40,005.50	40,005.50	40,500.00	37,207.43	91.87%
Clerical and Office Salaries	2400	59,925.95	60,784.80	58,559.45	58,559.45	61,439.94	57,000.00	53,548.63	93.94%
Other Non-certificated Salaries	2900	0.00		0.00	0.00	0.00	0.00		
Total, Non-certificated Salaries		248,222.64	234,237.80	230,506.83	232,606.83	256,862.77	236,700.00	217,589.39	91.49%

Description	Object Code	FY 2019/20 Previous years	ORIGINAL BUDGET 6/09/20 FOR 2020/2021	9 8 20 BUDGET for 2020/2021	FIRST INTERIM BUDGET 12/8/20	SECOND INTERIM BUDGET 3/9/21		ACTUALS	% OF ACTUALS TO ESTIMATE
		Totals							
3. Employee Benefits									
STRS	3101-3102	75,172.11	76,589.82	78,816.03	79,704.28	78,880.63	82,153.60	71,486.06	87.02%
PERS	3201-3202	44,957.94	45,034.05	44,261.74	44,696.44	49,717.42	47,278.59	39,231.84	82.98%
OASDI / Medicare / Alternative	3301-3302	25,023.03	24,154.53	24,068.99	24,309.39	26,091.02	24,963.95	22,491.85	90.10%
Health and Welfare Benefits	3401-3402	173,775.25	182,783.62	177,834.21	177,834.21	177,834.21	177,834.21	161,511.91	90.82%
Unemployment Insurance	3501-3502	345.95	350.05	355.08	358.88	368.45	372.70	337.56	90.57%
Workers' Compensation Insurance	3601-3602	8,820.69	9,871.37	9,977.62	10,084.40	10,353.54	10,472.74	9,488.38	90.60%
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total, Employee Benefits		328,094.97	338,783.44	335,313.66	336,987.59	345,245.27	343,075.79	304,547.60	88.77%
4. Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100	6,123.28	9,000.00	9,000.00	9,000.00	9,000.00	3,200.00	3,106.78	97.09%
Books and Other Reference Materials	4200	982.35	1,000.00	1,000.00	1,000.00	1,000.00	300.00	245.35	81.78%
Materials and Supplies	4300	41,491.33	45,000.00	47,500.00	47,500.00	21,500.00	15,500.00	19,994.36	129.00%
Technology	4300			13,500.00	13,500.00	13,500.00	13,500.00	13,396.53	99.23%
Loss Learning Mitigation purchases	4300	4,034.70		15,000.00	15,000.00	15,000.00	10,000.00	9,000.00	90.00%
Misc networking equipment	4300								
Noncapitalized Equipment	4400			2,000.00	2,000.00	6,000.00	14,000.00	12,185.17	87.04%
ONE TIME PURCHASE OF HVAC'S	4400			14,000.00	14,000.00	10,000.00			#DIV/0!
ONE TIME PURCHASE OF NETWORKING EQUIPMENT	4400	44,538.99	3,000.00						
Food	4700	7,471.90	9,200.00	9,000.00	9,000.00	7,000.00	5,500.00	4,677.24	85.04%
Total, Books and Supplies		104,642.55	67,200.00	111,000.00	111,000.00	83,000.00	62,000.00	62,605.43	100.38%
5. Services and Other Operating Expenditures									
Subagreements and Services	5100	0.00		0.00	0.00		0.00		0.00%
Travel and Conferences	5200	1,115.82	500.00	500.00	500.00	500.00	250.00	147.00	58.80%
Dues and Memberships	5300	3,563.00	4,000.00	4,000.00	4,000.00	3,614.31	3,614.31	2,804.50	77.59%
Insurance	5400	9,791.00	9,851.70	9,851.70	12,322.00	13,142.00	13,142.00	13,142.47	100.00%
Operations and Housekeeping Services	5500	32,119.07	38,897.00	36,318.14	36,318.14	36,581.51	34,500.00	27,416.29	79.47%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	55,081.65	36,212.17	39,878.33	39,878.33	39,891.89	33,000.00	29,031.21	87.97%
Professional/Consulting Services and Operating Expend.	5800	204,275.36	178,555.85	211,169.77	234,655.30	234,655.30	247,713.66	102,375.97	41.33%
Communications	5900	10,016.19	10,669.00	11,084.49	11,084.49	11,084.49	9,761.00	6,663.43	68.27%
Total, Services and Other Operating Expenditures		316,962.09	278,685.72	312,802.43	338,758.26	339,469.50	341,980.97	181,580.87	53.10%
6. Capital Outlay (obj. 6100-6170, 6200-6500 for med. 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	0.00	0.00	0.00%
7. Other Outgo									
Tuition to Other Schools	7110-7143	0.00		0.00	0.00	0.00		0.00	0.00%
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00		0.00	0.00	0.00		0.00	0.00%
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00		0.00	0.00	0.00		0.00	0.00%
Transfers of Apportionments to Other LEAs - All Other	7221-7223SO	0.00		0.00	0.00	0.00		0.00	0.00%
All Other Transfers	7281-7299	0.00		0.00	0.00	0.00		0.00	0.00%
Debt Service:									
Interest	7438	0.00		0.00	0.00	0.00		0.00	0.00%
Principal	7439	0.00		0.00	0.00	0.00		0.00	0.00%
Total, Other Outgo									
8. TOTAL EXPENDITURES		1,448,335.71	1,364,766.32	1,469,266.88	1,504,496.64	1,502,621.50	1,492,447.75	1,223,889.54	82.01%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)		107,405.90	61,465.92	163,437.08	125,728.80	127,566.94	151,137.43		

Description	Object Code	FY 2019/20	ORIGINAL	9 8 20	FIRST	SECOND	Totals for	Totals for
		Previous years	BUDGET	BUDGET for	INTERIM	INTERIM	2022/2023	2023/2024
		Totals	6/09/20 FOR	2020/2021	BUDGET	BUDGET		
			2020/2021		12/8/20	3/9/21		
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0.00		0.00	0.00	0.00	0.00	0.00%
2. Less: Other Uses	7630-7699	0.00		0.00	0.00	0.00	0.00	0.00%
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00		0.00	0.00	0.00	0.00	0.00%
4. TOTAL OTHER FINANCING SOURCES / USES		0.00		0.00	0.00	0.00	0.00	0.00%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C +D4)								
		107,405.90	61,465.92	163,437.08	125,728.80	127,566.94	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	1,571,987.04	1,697,715.84		
b. Adjustments to Beginning Balance	9793, 9755							
c. Adjusted Beginning Balance		1,301,144.06		1,408,549.96	1,571,987.04	1,697,715.84		
2. Ending fund Balance, June 30 (E + F. 1.c.)								
		1,408,549.96		1,571,987.04	1,697,715.84	1,825,282.78		
Component of Ending Fund Balance (Optional):								
Reserve For Revolving Cash (equals object 9130)	9711	2,000.00		2,000.00	2,000.00	2,000.00		
Reserve for Stores (equals object 9320)	9712	0.00		0.00	0.00	0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00		0.00	0.00	0.00		
Reserve for All Others	9719	0.00		0.00	0.00	0.00		
General Reserve	9730	0.00		0.00	0.00	0.00		
Legally Restricted Balance/ Prop 39 planning money	9740			0.00	0.00	0.00		
Legally Restricted Balance/Educator Effectiveness grant	9740			0.00	0.00	0.00		
Legally Restricted Balance/College readiness grant	9740			0.00	0.00	0.00		
Designated for Economic Uncertainties	9789	73,392.38		73,463.34	75,224.83	150,262.15		
Other Designations	9750,9775, 978	73,392.38		73,463.34	75,224.83	150,262.15		
Future STRS and PERS increases		1,030,000.00		1,300,000.00	1,300,000.00	75,000.00		
Undersigned / Unapproved Amount	9790	229,765.20		123,060.35	245,266.18	1,158,592.61		
		0.163121797		0.078283313	0.144468333	0.754234656		

**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	FIRST	SECOND	ESTIMATED	ACTUALS	% OF ACTUALS TO ESTIMATED ACTUALS
		Previous years	BUDGET 6/09/20 FOR 2020/2021	for 2020/2021	INTERIM BUDGET 12/8/20	INTERIM BUDGET 3/9/21	Actuals 6/8/2021		
		Totals							
A. REVENUES									
1. Revenue Limit Sources									
				0.00					0.00%
Education Protection Act	8012	122,329.00	181,606.00	122,329.00	277,347.00	277,347.00	286,622.00	214,928.00	74.99%
State Aid - Current Year	8011	982,370.00	856,560.32	971,821.96	858,194.98	863,856.88	858,645.48	695,376.00	80.99%
State Aid - Prior Years	8019	-6.00						70.00	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00		0.00	0.00		
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00		0.00	0.00		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00		0.00	0.00		
Revenue Limit Transfers (for rev. limit funded schools):									
PERS Reduction Transfer	8092	0.00		0.00		0.00	0.00		
Charter Schools Funding in Lieu of Property Taxes	8096	363,422.00	335,805.00	407,386.00	363,422.00	357,083.00	357,082.00	333,680.00	93.45%
Other Revenue Limit Transfers	8091 , 8097	0.00							
Total, Revenue Limit Sources		1,468,115.00	1,373,971.32	1,501,536.96	1,498,963.98	1,498,286.88	1,502,349.48	1,244,054.00	82.81%
2. Federal Revenues									
No Child left Behind	8290	89,522.00	113,074.00	272,456.00	259,122.00	259,040.00	264,247.00	222,568.00	84.23%
Special Education - Federal	8181 , 8182	0.00		0.00	0.00	0.00	0.00		
Child Nutrition - Federal	8220	0.00		0.00	0.00	0.00	0.00		
Other Federal Revenues	8110 , 8260-829	0.00		0.00	0.00	0.00	0.00		
Total, Federal Revenues		89,522.00	113,074.00	272,456.00	259,122.00	259,040.00	264,247.00	222,568.00	84.23%
3. Other State Revenues									
Mandated Block Grant	8550	3,916.00	3,817.59	3,817.59	3,817.59	3,817.59	3,817.59	3,818.00	100.01%
Lottery	8560	25,622.38	28,031.94	26,948.58	26,948.58	26,948.58	26,948.58	21,722.28	80.61%
All Other State Revenues	8590	104,779.70	116,000.00	103,000.00	115,698.00	115,698.00	231,876.00	93,986.89	40.53%
Total, Other State Revenues		134,318.08	147,849.53	133,766.17	146,464.17	146,464.17	262,642.17	119,527.17	45.51%
4. Other Local Revenues									
Interest	8660	20,514.96	18,500.00	3,817.59	20,600.00	20,600.00	11,000.00	8,911.46	81.01%
LCSSP grant	8677	5,372.57	5,372.00	26,948.58	5,372.00	5,372.00	5,372.00	0.00	0.00%
All other local	8699	1,445.22	1,000.00	103,000.00	1,000.00	1,000.00	2,000.00	2,247.62	112.38%
Reimbursement from Willits Charter school lunch program	8699		1,868.00	1,147.00	700.00	700.00	700.00	0.00	0.00%
Prop 39 Transfer	8781	15,982.00	29,386.14	29,386.14	29,386.14	29,386.14	29,386.14	0.00	0.00%
Total, Local Revenues		43,314.75	56,126.14	164,299.11	57,058.14	57,058.14	46,458.14	11,159.08	19.03%
5. TOTAL REVENUES		1,735,269.83	1,691,020.99	2,072,058.44	1,961,698.29	1,960,849.19	2,077,696.79	1,597,408.25	76.88%
B. EXPENDITURES									
1. Certificated Salaries									
Teachers' Salaries	1100	452,748.37	463,078.37	472,211.37	481,939.37	472,939.37	507,860.00	446,691.30	87.96%
Certificated Pupil Support Salaries	1200			0.00	0.00	0.00	0.00	0.00	
Certificated Supervisors' and Administrators' Salaries	1300	62,349.60	62,082.57	66,841.67	67,241.67	67,241.67	67,500.00	62,161.81	92.09%
Other Certificated Salaries	1900	0.00		0.00	0.00	0.00	0.00	0.00	
Total, Certificated Salaries		515,097.97	525,160.94	539,053.04	549,181.04	540,181.04	575,360.00	508,853.11	88.44%
2. Non-certificated Salaries									
Instructional Aides' Salaries	2100	99,447.56	87,269.31	94,386.66	91,836.66	61,558.68	41,750.00	40,995.59	98.19%
Non-certificated Support Salaries	2200	94,482.22	85,788.28	69,751.34	70,551.34	72,851.34	72,000.00	62,001.66	86.11%
Non-certificated Supervisors' and Administrators' Sal.	2300	79,264.04	78,879.50	40,355.50	40,005.50	40,005.50	41,500.00	37,207.65	89.66%
Clerical and Office Salaries	2400	66,123.42	66,532.20	69,607.55	69,157.55	69,157.55	66,500.00	61,149.12	91.95%
Other Non-certificated Salaries	2900	0.00		0.00	0.00	0.00	0.00		
Total, Non-certificated Salaries		339,317.24	318,469.29	274,101.05	271,551.05	243,573.07	221,750.00	201,354.02	90.80%

Description	Object Code	FY 2019/20	ORIGINAL	9 8 20 BUDGET	FIRST	SECOND	ACTUALS	% OF ACTUALS TO ESTIMATED ACTUALS
		Previous years	BUDGET 6/09/20 FOR 2020/2021	for 2020/2021	INTERIM BUDGET 12/8/20	INTERIM BUDGET 3/9/21		
3. Employee Benefits		Totals						
STRS	3101-3102	103,212.28	89,116.34	91,359.91	92,995.58	91,542.08	92,920.64	81,219.90 87.41%
PERS	3201-3202	46,707.90	58,626.19	49,441.96	48,914.11	43,122.67	44,120.39	37,388.93 84.74%
OASDI / Medicare / Alternative Health and Welfare Benefits	3301-3302	27,940.87	30,325.87	27,133.13	27,084.91	24,814.10	25,306.60	22,029.03 87.05%
Unemployment Insurance	3401-3402	186,686.04	190,937.53	173,979.18	173,979.18	173,979.18	173,979.18	158,960.80 91.37%
Workers' Compensation Insurance	3501-3502	427.16	421.82	406.58	410.37	391.88	398.56	355.22 89.13%
OPEB, Allocated	3601-3602	10,912.36	11,895.19	11,424.81	11,531.29	11,011.75	11,199.40	9,981.19 89.12%
OPEB, Active Employees	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		375,886.61	381,322.94	353,745.57	354,915.44	344,861.65	347,924.76	309,935.07 89.08%
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	2,265.06	2,000.00	2,000.00	2,000.00	2,000.00	1,200.00	1,017.51 84.79%
Books and Other Reference Materials	4200	548.52	1,000.00	1,000.00	1,000.00	1,000.00	400.00	319.82 79.96%
Materials and Supplies	4300	47,994.77	43,000.00	51,500.00	51,500.00	41,500.00	10,000.00	14,622.54 146.23%
Technology	4300			13,500.00	13,500.00	13,500.00	53,000.00	52,034.74 98.18%
Loss Learning Mitigation purchases	4300			15,000.00	15,000.00	15,000.00	15,000.00	8,373.63 55.82%
Misc networking equipment	4300							
Noncapitalized Equipment	4400			5,000.00	20,000.00	22,000.00	23,000.00	22,348.78 97.17%
ONE TIME PURCHASE OF HVAC'S	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	9,150.00	8,150.00	6,100.00	5,835.69 95.67%
Total, Books and Supplies		76,427.52	58,150.00	97,150.00	112,150.00	103,150.00	108,700.00	104,552.71 96.18%
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	500.00	500.00	500.00	147.00 29.40%
Dues and Memberships	5300	3,523.00	3,421.08	3,544.84	3,544.84	3,544.84	3,544.84	2,804.50 79.11%
Insurance	5400	8,523.00	8,575.84	8,575.84	9,406.00	10,226.00	10,226.47	10,226.47 100.00%
Operations and Housekeeping Services	5500	42,947.80	53,500.00	50,214.08	50,214.08	50,214.08	44,714.08	36,381.06 81.36%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	165,788.69	155,881.00	167,168.85	167,168.85	167,168.85	155,168.85	139,953.43 90.19%
Professional/Consulting Services and Operating Expend.	5800	198,674.38	170,666.00	214,441.66	224,675.66	224,668.89	315,237.50	64,828.27 20.56%
Communications	5900	10,023.53	9,711.16	10,800.00	10,500.00	10,500.00	8,562.00	5,732.34 66.95%
Total, Services and Other Operating Expenditures		429,896.22	402,258.08	455,245.27	466,009.43	466,822.66	537,953.27	260,073.07 48.34%
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 0.00%
Buildings and Improvements of Buildings	6200	0.00		0.00				0.00 0.00%
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00		0.00				0.00 0.00%
Equipment	6400	2,002.86		2,000.00				0.00 0.00%
Equipment Replacement	6500	0.00		0.00				0.00 0.00%
Depreciations Expense (for full accrual only)	6900	0.00		0.00				0.00 0.00%
Total, Capital Outlay		2,002.86	0.00	2,000.00	0.00	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		0.00 0.00%
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00		0.00	0.00	0.00		0.00 0.00%
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00		0.00	0.00	0.00		0.00 0.00%
Transfers of Apportionments to Other LEAs - All Other	7221-7223SO	0.00		0.00	0.00	0.00		0.00 0.00%
All Other Transfers	7281-7299	0.00		0.00	0.00	0.00		0.00 0.00%
Debt Service:								
Interest	7438	0.00		0.00	0.00	0.00		0.00 0.00%
Principal	7439	0.00		0.00	0.00	0.00		0.00 0.00%
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00	0.00 0.00%
8. TOTAL EXPENDITURES		1,738,628.42	1,685,358.25	1,721,294.93	1,753,808.96	1,698,588.42	1,791,688.03	1,384,767.98 78.96%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)		(3,358.59)	\$,662.74	350,763.51	207,801.34	262,260.77	286,008.76	

Description	Object Code	FY 2019/20	ORIGINAL	9 8 20 BUDGET	FIRST	SECOND	Totals for	Totals for
		Previous years	BUDGET	for 2020/2021	INTERIM	INTERIM		
		Totals	6/09/20 FOR		BUDGET	BUDGET	2022/2023	2023/2024
			2020/2021		12/8/20	3/9/21		
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0.00		0.00	0.00	0.00	0.00	0.00%
2. Less: Other Uses	7630-7699	0.00		0.00	0.00	0.00	0.00	0.00%
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00		0.00	0.00	0.00	0.00	0.00%
4. TOTAL OTHER FINANCING SOURCES / USES		0.00		0.00	0.00	0.00	0.00	0.00%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C +D4)								
		(3,358.59)	5,662.74	350,763.51	207,801.34	262,260.77	0.00	0.00%
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	1,307,613.44		1,304,254.85	1,655,018.36	1,862,819.70		
b. Adjustments to Beginning Balance	9793, 9755							
c. Adjusted Beginning Balance		1,307,613.44		1,304,254.85	1,655,018.36	1,862,819.70		
2. Ending fund Balance, June 30 (E + F. 1.c.)		1,304,254.85		1,655,018.36	1,862,819.70	2,125,080.47		
Component of Ending Fund Balance (Optional):								
Reserve For Revolving Cash (equals object 9130)	9711	2,000.00		2,000.00	2,000.00	2,000.00		
Reserve for Stores (equals object 9320)	9712	0.00		0.00	0.00	0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00		0.00	0.00	0.00		
Reserve for All Others	9719	0.00		0.00	0.00	0.00		
General Reserve	9730	0.00		0.00	0.00	0.00		
Legally Restricted Balance/ Prop 39 planning money	9740			0.00	0.00	0.00		
Legally Restricted Balance/Educator Effectiveness grant	9740			0.00	0.00	0.00		
Legally Restricted Balance/College readiness grant	9740			0.00	0.00	0.00		
Designated for Economic Uncertainties	9789	73,392.38		86,064.75	87,690.35	84,929.42		
Other Designations	9750,9775, 978	73,392.38		86,064.75	87,690.35	84,929.42		
Future STRS and PERS increases		1,030,000.00		1,250,000.00	1,300,000.00	1,300,000.00		
Undersigned / Unapproved Amount	9790	125,470.09		230,888.87	385,439.00	653,721.03		
		0.096200593		0.139508343	0.206911599	0.307386774		

Charter Academy of the Redwoods

Minutes of the Regular Meeting of Tuesday, May 4, 2021

1059 N. State Street, Ukiah

Zoom Meeting

Join Zoom Meeting

<https://us04web.zoom.us/j/73679293095?pwd=ZUd6ZFImVTI0eW1YcjFwKzNHdFZ2QT09>

Meeting ID: 736 7929 3095

Passcode: 4pM1ch

Redwood Academy open for public comment

I. Welcome and Opening

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

Shawna Aguilar	Yes
Anne Ford	Yes
Jay Joseph	Yes
Richard Muenzer	Yes @ 6:12
Kip Webb	Yes @ 6:03

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

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

President's Report ~ The schools' founder, Dr. Kimberly Logan, passed away recently. She, alongside her husband, Rod Logan, opened Redwood Academy and Accelerated Achievement Academy. Caleb Cimmiyotti will be stepping into the position of Principal at Redwood Academy next year. Elna Gordon will remain as Co-Executive Director as well as teach some additional periods and train for the CBO position that will be vacated by Jim Switzer when he retires in two years. Caleb holds a preliminary administrative credential.

Redwood Academy has been giving CAASPP, ELPAC and AP testing, as well as planning for some year-end events such as the senior banquet this Friday and graduation on May 29th. The last day of in person classes will be celebrate a school-wide, but yet COVID safe, pizza party courtesy of Slam Dunk's mobile pizza truck. A drive through promotion and materials return will be held on Tuesday, June 1st. Currently, the staff is planning for a return to a normal school schedule in the fall with a full day for all students. Additionally, the schools will be running a full on campus summer school program.

Secretary's Report ~ AAA has reopened to 4 days a week for all students. Currently, about 59% of the students have returned to school on hybrid. The staff administered the CAASPP test to all tested grades two weeks ago and are wrapping up the ELPAC testing for the year. The seniors will be having a graduation celebration in the park on May 26th followed by their graduation ceremony on May 27th at Barra Winery. The rest of the school will be celebrating the end of the year, along with Redwood, with a COVID safe pizza party courtesy of Slam Dunk's mobile pizza truck followed by a drive through Promotion on June 1st. AAA will be three additional summer school classes this year to mitigate the learning loss that occurred throughout this year. Enrollment for next year is primary focus. The normal enrollment patterns are not occurring this year and enrollment is significantly below normal. The staff will be conducting outreach over the summer to increase enrollment for the fall.

Treasurer's Report ~ Current Budget Report and Cash in the County Treasury Report of 4/28/20 shows current cash of \$2,787,510—about \$271,218 higher than last year at this time. The April apportionments have yet to be posted. The cashflow at the end of March was \$2,964,914--\$267,718 more than projected in the Second Interim Report. According to the budget report, the expenses are at appropriate levels for this time of year. There will need to be some adjustments made to the budgets, with the bigger change being in the AAA budget. AAA used some of the funding to pay for Chromebooks needed to reopen. The ADA used in these budgets is the 2019-2020 P2 ADA.

The Internal Fiscal Management plan is on the agenda. The plan was revised to reflect changes in position of Melinda Decker, Caleb Cimmiyotti and Elna Gordon that impact fiscal responsibilities.

Safety and Facilities Report ~The schools are using outside help to maintain facilities due to a shortage of staff. Sonoma Sweepers is maintaining the landscape at RA and disinfecting AAA classrooms at AAA main campus, Flower building and Home Arts building. The schools may contract with a company to complete larger maintenance projects.

II. Consent Items

- a. On a motion by R. Muenzer and a second by K. Webb, the board voted (5-0) to approve the minutes of the regular meeting of March 9, 2021.
- b. On a motion by R. Muenzer and a second by K. Webb, the board voted (5-0) to approve the internal fiscal year management system and calendar for fiscal services for 2021-2022.

III. Regular Meeting—Action Items

- a. On a motion by K. Webb and a second by R. Muenzer, the board voted (5-0) to approve the 2021-2022 salary schedule.
- b. On a motion by R. Muenzer and a second by S. Aguilar, the board voted (5-0) to approve the WASC Midterm Progress Report for Redwood Academy of Ukiah.
- c. On a motion by K. Webb and a second by S. Aguilar, the board voted (5-0) to approve the ELO Grant Plans for both Redwood Academy of Ukiah and Accelerated Achievement Academy.

IV. Sunshined Items

- a. The board previewed revisions to BP 104, detailing CAR's conflict of interest policy.

V. Discussion Item

- a. The Board reviewed the Local Control and Accountability Plan (LCAP).—The board will provide feedback within the next two weeks.

VI. Boarding Training- Selah Sawyer provided a training on AB 1505 regarding charter renewal. Elna Gordon provided training on AB 86. Training time 00:35 total year to date is 01:35.

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

VIII. Next Meeting— The next regular meeting of the Board of Directors is scheduled for Tuesday, June 8, 2021 at 6:00 p.m. on the campus of *Redwood Academy of Ukiah*.

VII. Adjournment

As acclaimed by the chair, the meeting was adjourned at 7:25 p.m.

Respectfully submitted,

Selah Sawyer
Secretary

For the Record:

Before 6:00 p.m. on Thursday, April 29, 2021, this meeting agenda was:

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

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

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

E-mailed to Scott Paulin

Charter Academy of the Redwoods

Minutes of the Regular Meeting of Tuesday, March 3, 2021

1059 N. State Street, Ukiah

<https://us04web.zoom.us/j/75404815268?pwd=RmpFaG9LYThhcWlXR1ZxYkswSXd2dz09>

Meeting ID: 754 0481 5268

Passcode: 2W8RCL

I. Welcome and Opening

The meeting was called to order at 6:04 p.m. by Chairperson Joseph. Board members in attendance:

Shawna Aguilar	Yes	
Anne Ford		Yes
Jay Joseph		Yes
Richard Muenzer	Yes	
Kip Webb	Yes	

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

On a first by R. Muenzer and a second by S. Aguilar, the Board voted (5-0) to adopt the agenda.

President's Report ~ Both schools are about to end session 6, start session 7, and open up for hybrid learning. In preparation, the staff is currently working out the details of the COVID surveillance testing. Additionally, the schools are now in the process of taking regular enrollment for the 21-22 school year. Redwood has openings primarily in 7th, 8th, and 9th grade, but most other grades are fairly full already. Additional outreach will begin once school is safely open in hybrid. The staff is continuing plans for the upcoming school year—including scheduling and staffing as needed. The staff is planning to open in the fall with the regular class schedule, but, much will depend on how the next few months progress in terms of COVID-19. Redwood is beginning state testing for juniors and seniors. Students are being encouraged to come to campus to test, as the remote version of the tests will prove especially difficult to administer well for grade 7 and 8. In the event that a parent does not want their student to come on campus, students can test at home. In the event a student is testing from home, the staff is asking that parents help facilitate technology needs and help proctor the test. Students who test will be eligible to earn grade bumps and other privileges if they score at levels 3 or 4 in Literacy or Math or Science. Redwood is also offering the SAT on March 24th on campus. Many of the juniors are electing to come to campus and take it despite the fact that most colleges are not requiring it next fall for admissions.

Secretary's Report ~ The staff is looking forward to students returning to campus. AAA will have students on campus Monday and Tuesday. With approximately 50% of the student population remaining on distance learning, the school only needed one group for each grade. The school is reserving the other two days a week in the event additional students choose to return to hybrid once the county officially enters red or orange tier. If it becomes clear that no additional students will return, Accelerated may seek approval to have Group A attend 4 days a week from public health. AAA intends to start ELPAC testing at the beginning of April and CAASPP testing at the end of April. The goal is to test all students on campus. However, distance testing will be an option. With the additional funding being allocated to schools to reopen, AAA has elected to use some of it to purchase new Chromebooks for the classrooms to replace those that have been broken or are being used to for distance learning. Enrollment for next year is looking promising with 17 interest cards being submitted already by potential new students. All grades have openings currently. Additional outreach will occur after the school opens in hybrid.

Treasurer's Report ~ Current Budget Report and Cash in the County Treasury Report of 3/3/21 shows current cash of \$2,827,384 with no taxes or apportionments posted for February. The cash flow at the end of January was \$2,944,722. According to the budget report, the expenses are at appropriate levels for this time of year and in line with the budget. The Second Interim Report and revised budget are based on last year's ADA due to the hold harmless status for this year. There is a substantial surplus in the budgets due to state and federal COVID relief funding. The Federal CARES Act II funding will be deferred to next year's budget. The most recent state funding passed aimed at reopening schools is not included in this budget, but will be included in the Estimated Actuals budget in June.

The proposed state budget that must still be approved in May includes reinstating COLAs in the coming years and decreasing the number of deferrals. However, the deferrals were included in the schools' budgets in the event the deferrals continue. The resolution on the agenda reflects suggestions by some state and federal entities that deal in school finance to increase each schools' reserves from 5% to 10% in each category for a total of 20% reserved to weather economic downturns and deferrals.

Safety and Facilities Report ~ The part-time maintenance employee resigned so the staff will be looking to fill the position.

II. Consent Items

a. On a first by K. Webb and a second by S. Aguilar, the Board voted (5-0) to approve the minutes of the regular meeting of January 19, 2021.

III. Regular Meeting—Action Items

a. Approval of Budget Revisions--On a first by A. Ford and a second by K. Webb the Board voted (5-0) to approve the 2020-21 budget revisions for *Accelerated Achievement Academy* and *Redwood Academy*.

b. Approval of the Second Interim Report-- On a first by S. Aguilar and a second by K. Webb the Board voted (5-0) to approve the 2020-21 Second Interim Report for *Accelerated Achievement Academy* and *Redwood Academy*.

c. Approval of the SPSA for 2020-2021 for Redwood Academy and Accelerated Achievement Academy-- On a first by K. Webb and a second by A. Ford the Board voted (5-0) to approve the 2020-2021 SPSA for Redwood Academy and Accelerated Achievement Academy.

d. Approval of Board Resolution No. 02-20/22-- On a first by K. Webb and a second by S. Aguilar the Board voted (5-0) to approve an increase to the Reserve Portion of Ending Fund Balance and the Financial Stabilization Account from 5% to 10% for each school.

e. Approval of COVID-19 Prevention Plans and Reopening Plans for Redwood Academy and Accelerated Achievement Academy--On a first by S. Aguilar and a second by K. Webb the Board voted (5-0) to approve the plans for reopening.

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

V. **Next Meeting**— The next regular meeting of the Board of Directors is scheduled for Tuesday, May 4, 2021 at 6:00 p.m. on the campus of *Redwood Academy of Ukiah*.

VI. **Adjournment**— As acclaimed by the chair, the meeting was adjourned at 6:39 p.m.

Respectfully submitted,

Selah Sawyer
Secretary

For the Record:

Before 6:00 p.m. on Thursday, March 4, 2021, this meeting agenda was:

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

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

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

E-mailed to Scott Paulin

ACCELERATED ACHIEVEMENT ACADEMY
PROPOSED REVISED BUDGET
June 08, 2021
2020-2021 FISCAL YEAR

ACCELERATED ACHIEVEMENT ACADEMY

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

PROPOSED REVISED BUDGET

The proposed budget changes included here reflect current funding information. We have taken current actuals and have used past spending trends in the final months of the fiscal year to estimate what the final actuals will be. Details of current year funding and spending are in the Estimated Actuals report.

BUDGET ASSUMPTIONS

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

	A	B	C	D	E	F	G	H	I	J
130		Services and Other--5000 Series		CPI index			CPI index	1.0062		
131							19-20	with CPI applied		
132		5200		Travel & Conferences				\$ 500.00		
133		5300		Dues and Memberships			\$ 3,523.00	\$ 3,544.84		
134		5400		Insurance			\$ 8,523.00	\$ 10,226.00		
135		5500		Operations & Housekeeping			\$ 42,947.80	\$ 43,214.08		
136		5500		extra for COVID clean/res 3220				\$ 1,500.00		
137		5600		Rentals, Leases & Repairs	last years		\$ 165,788.00	\$ 155,168.85		
138				Building Lease or Rent	\$ 140,917.00		\$ 145,144.51			
139				Land Lease	\$ -		\$ -			
140				Short Term Facility Rent	\$ 1,706.76		\$ 1,717.34			
141				Copier leases	\$ 8,307.00		\$ 8,307.00			
142				Other Rentals & Repairs	\$ 6,162.00					
143				Construction projects						
144										
145		5800		Professional & Consulting				\$ 315,237.50		
146				SE \$ per ADA	1287.54	\$ 174,358.67				
147				SE \$ Prior Yr Adj						
148				Payroll Exp		\$ 5,605.34				
149				District Oversight		\$ 15,023.49				
150				ch Pro (11500 + overa		\$ 13,500.00				
151				Long distance learning services (Res 3220)		\$ 24,000.00				
152				Bus trips, field trips, six flags						
153				Outward Bound programs						
154				College and testing fees		\$ 2,000.00				
155				Covid surveillance test						
156				Edgenuity contract		\$56,750.00				
157				Advertising		\$ 3,000.00				
158				Audit fees		\$ 5,400.00				
159				Legal fees		\$ 1,500.00				
160				Other		\$ 14,100.00				
161										
162									total	
163		5900		Communications				\$6,000.00	\$8,562.00	
164				Data charges				\$2,562.00		
165				Subtotal, 5000 Series				\$ 537,953.28		
166										
167										
168				Capital Outlay--6000 Series						
169										
170		6170		Site Improvements						
171		6200		Building & Building Improvements				\$ -		
172		6400		Equipment		server for network				
173										
174				Subtotal, 6000 Series				\$ -		
175										
176										
177				Other Outgoing--7000 Series						
178										
179		7431-7439		Debt Service				\$ -		
180										
181				Subtotal, 7000 Series				\$ -		
182										
183										
184				Total Expense				\$ 1,791,688.04		
185										
186				Increase (Decrease) in Fund Balance				\$ 286,008.76		
187										
188		9791		Beginning Fund Balance				\$1,304,254.65		
189										
190				Ending Fund Balance						
191		9711		Revolving Fund				\$ 1,590,263.61		
192		9789		Reserve Portion of Ending Fund Balance				\$ 2,000.00		
193		9750		financial Stabilization Account		10%		\$ 179,168.80		
194						10%		\$ 179,168.80		
195		9719		Reserve for all others (future construction projects)				\$ -		
196		9719		Future STRS and PERS increases				\$ 75,000.00		
197				Unappropriated Portion of Ending Fund Balance				\$ 1,154,926.00	\$ 0.73	

Cell: A7

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

Cell: G7

Comment: jswitzer:
Latest entitlement amounts from CDE from, 20-21.

Cell: B27

Comment: jswitzer:
Based on Previous years ADA, held harmless for this year.

Cell: H27

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

Cell: H43

Comment: Jim Switzer:
Mandate Block Grant projections from CDE,

Cell: H47

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

Cell: H53

Comment: jswitzer :
Based on 19-20 figures and current projections. .

Cell: H57

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

Cell: D70

Comment: jswitzer:
Based on current actuals figures and projected staffing levels for 20-21 through end of year

Cell: F79

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

Cell: B83

Comment: jswitzer:
Based on current actuals figures and projected staffing levels for 20-21 through end of year

Cell: F96

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

Cell: F101

Comment: Jim Switzer:
Current STRS contribution rate .

Cell: F102

Comment: jswitzer :
Current PERS contribution rate.

Cell: F106

Comment: Jswitzer:
Reflects current
premium rates .

Cell: D116

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

Cell: D130

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

Cell: H130

Comment: jswitzer :
From School Services estimates.

Cell: E146

Comment: jswitzer:
Based on preliminary invoice for SPED from UUSD. .

Cell: F148

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

Cell: F149

Comment: jswitzer :

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

REDWOOD ACADEMY OF UKIAH
PROPOSED REVISED BUDGET
June 08, 2021
2020-2021 FISCAL YEAR

REDWOOD ACADEMY OF UKIAH

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

PROPOSED REVISED BUDGET

The proposed budget changes included here reflect current funding information. We have taken current actuals and have used past spending trends in the final months of the fiscal year to estimate what the final actuals will be. Details of current year funding and spending are in the Estimated Actuals report.

BUDGET ASSUMPTIONS

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

Cell: G3

Comment: jswitzer:
Latest entitlement amounts from CDE from 20-21.

Cell: A5

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

Cell: H20

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

Cell: B23

Comment: Based on Previous years ADA, held harmless for this year.

Cell: H40

Comment: Mandate Block Grant projection
from CDE .

Cell: H44

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

Cell: H49

Comment: jswitzer :
Based on 19-20 figures and current projections.

Cell: H53

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

Cell: B66

Comment: jswitzer:
Based on current actuals figures and projected staffing levels for 20-21 through end of year

Cell: E74

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

Cell: B78

Comment: jswitzer:
Based on current actuals figures and projected staffing levels for 20-21 through end of year

Cell: E90

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

Cell: F95

Comment: Jim Switzer:
Current STRS contribution rate .

Cell: F96

Comment: jswitzer :
Current PERS contribution rate

Cell: F100

Comment: Jim Switzer:
Reflects current premium rates .

Cell: F102

Comment: jswitzer :
Current SUI rate

Cell: D110

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

Cell: D122

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

Cell: H122

Comment: jswitzer :
From School Services estimates.

Cell: E137

Comment: jswitzer:
Based on preliminary invoice for SPED from UUSD.

Cell: F140

Comment: jswitzer:

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



Accelerated Achievement Academy

**Estimated Actuals for 2020-2021 and Budgets for
2021-2022 , 2022-2023, 2023-2024, 2024-2025**

**June 8th, 2021
James Switzer, CFO, Treasurer**

Accelerated Achievement Academy
Estimated Actuals 2020-2021 and Budgets for years 2021-2022, 2022-2023,
2023-2024, 2024-2025

Major assumptions for 2020-2021 Estimated Actuals

State Budget overview	3
Revenues for 2020-2021	4 & 5
Expenses for 2020-2021	5
Fund Balance and cash flow	5&6

Major assumptions for Multi-year budgets

Revenues for Multiyear Budgets	6
Expenses for Multiyear Budgets	6&7
Fund Balance and cash flow	7

Appendix A -Assumptions page	8
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Appendix B - Combined Cash Flow	9
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Appendix C- LCFF Calculator Summary page	10
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Appendix D- LCFF Calculator section showing per ADA amount	11&12
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Accelerated Achievement Academy
Estimated Actuals 2020-2021 and Budgets for years 2021-2022, 2022-2023,
2023-2024, 2024-2025

Accelerated Achievement Academy is required to submit the Estimated Actuals Report for 2020-2021 and we have also submitted budgets for the four subsequent years, 2021-2022, 2022-2023, 2023-2024 and 2024-2025. The following narrative provides the major assumptions used in the preparation of the Charter School's 2020-2021 Estimated Actuals Report and subsequent budgets.

The Governor's State Budget

The Governor's May Revision was released last month and highlights incredible growth in state revenues, especially when compared to the bleak forecasts from one year ago. What follows is an overview of key proposals affecting K-12 education based on the administration's Summary of the May Revision.

On the wings of multiple rounds of federal stimulus and mass vaccinations, the Administration predicts California's economy is poised for rapid expansion through the remainder of 2021 and continued growth in 2022. This improvement in the projected path of economic activity has led to a significant improvement in the revenue forecast.

The result is billions in one-time revenue growth, which Governor Newsom has eagerly invested into the "California Comeback Plan," a mix of programs to speed our, thus far, deeply unequitable economic recovery. With that growth, state reserves have swelled to \$24.4 billion (including \$4.6 billion in the Proposition 98 reserve) and the Gann Limit has been exceeded by over \$16 billion, triggering major funding reallocations such as the Golden State Stimulus program and future appropriations to K-14 in 2022-23.

Proposition 98, under a Test 1 year, is expected to grow to an historical high of \$93.7 billion in 2021-22. The growth is occurring across all three budget years: prior year (2019-20), current year (2020-21), and budget year (2021-22).

The May Revision proposes a 5.07% compounded cost-of-living adjustment (COLA) to the Local Control Funding Formula (LCFF) for school districts and county offices of education. In January, the Governor's Budget proposed a compounded LCFF COLA of 3.84%. The May Revision adds a 1.7% increase, plus a discretionary increase of one percent. The discretionary increase, like all discretionary spending proposals, will no doubt be a subject of debate within the Legislature as they evaluate discretionary versus more targeted funding expenditures. In all probability, all deferrals will be eliminated from the State Budget.

Accelerated Achievement Academy
Estimated Actuals 2020-2021 and Budgets for years 2021-2022, 2022-2023,
2023-2024, 2024-2025

Current year funding

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

Normally LCFF funding is based on our ADA at our P-2 reporting period. Normally we would predict this by extrapolating from P-1 to historical drops from CBEDS to P-2; however, this year we will be held harmless, meaning our P-2 from this year will reflect what we had last year. As far as we know this will be the only year that this will happen.

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

Projected Lottery estimates are from the CDE website. State Lottery estimates are very similar to last year's, with unrestricted at \$150 per ADA, and restricted funds at \$49 per ADA. Finally, our local Prop 39 payment from UUSD in lieu of actual buildings and space is agreed upon every three years, this year began an increase to \$173 per ADA, up from \$122 per ADA.

Other funding comes in from the Federal Government in the form of Title I, Title II, Title IV and Title V, the Rural and Low-income School Grant, available in years when the SRSA, Small Rural Achievement Program, is not available. Title I has been given a one-year boost in funding of about \$2,100. Those listed on the top of page 1 of the revised budget are the entitlement amounts as they are listed now with the CDE. These may get revised later in the year.

This year only, we are eligible for special funding from the Federal Government for COVID-19 relief. These are listed in the budgets under the following programs:

- CARES Act, resource 3210
- CARES Act II, resource 3212
- CARES Act III, resource 3213
- CARES Act III, resource 3214
- Learning Loss Mitigation, Resource 3220
- Learning Loss Mitigation, Resource 3215

Under state funding we are eligible for Learning Loss Mitigation, Resource 7420, and now approved is another source of state funding, In-person Instruction and Expanded Learning Opportunity Grants. The Resource numbers are listed below.

Accelerated Achievement Academy
Estimated Actuals 2020-2021 and Budgets for years 2021-2022, 2022-2023,
2023-2024, 2024-2025

In Person Instructional Grant	Resource 7422
Expanded Learning Opportunity Grant	Resource 7425
ELO Restricted Paraprofessional	Resource 7426

Since a lot of these grants have come in so late in the year, and also require spending plans for some of them (ELO particularly) we have elected to defer some of the revenue into future years, along with the expenditures. This will allow us to spread out the expenses and keep added student services at least for the next couple of years. These funding streams all have their own ending date when they can be expended, some have already reached their deadline. This funding and these deadlines will be one of the topics covered in our board training on funding sources.

Also listed under local revenue is the LCSSP grant (Learning Communities for School Success Program) a grant from the California Department of Education, through the County Office of Education, to improve the overall attendance at the schools. This is year 3 of this 3 year grant, although we have just received notification that this grant will continue.

Other State revenues also come to Accelerated in the form of the Charter School Facility Grant Program. This grant pays either 75% of lease costs, or \$1,117 per ADA, whichever is lower, our estimate for this year is \$102,000. This program has been over prescribed, before we used to be able to claim utility and janitorial costs along with lease costs, but that has been deleted from the program, and the last few years they have only financed at around 94% of the entitlements.

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

EXPENSES FOR 2020-2021

Our salary and benefits expenses are listed in the 1000-3000 series categories and are figures that are calculated at the beginning of the year and closely monitored. The COLA for this year was figured at 2.5% certificated and classified. PERS is based on the current rate of 20.70%. STRS now is legislatively mandated to increase its rates; however, Governor Newsome has mandated some relief for schools this year, see Appendix A for multiyear estimates. These increases are included in our budgets; this year is based on the current rate of 16.15 %, a drop of a little less than one percent from last year, increasing slowly and leveling off at 19.10%. We will see as time goes on if this retirement fund continues to level out in its contribution rates.

Our self-funded Staywell health insurance increased its rates by about 3% this year. Our vision and dental costs reflect current rates, which have not gone up this year. It has been decided to keep the increase at 3% for our health benefits for next year also.

For salaries and benefits, we have looked at what payroll expenses remain and have adjusted these accordingly. Also included in these figures is our summer school costs, usually these would be

Accelerated Achievement Academy
Estimated Actuals 2020-2021 and Budgets for years 2021-2022, 2022-2023,
2023-2024, 2024-2025

represented in the following fiscal year, but a decision was made to recognize these expenses in the year that they mostly occur, and we currently start our summer school in early to mid-June.

Spending for materials, the 4000 series, has quite a few significant factors affecting it and some of our other spending this year. With the use of remote learning, our technology budget is quite a bit larger, with the purchase of new teacher laptop computers and hot spots for students who do not have internet access at home. We have adjusted these figures to what has been actually spent, and also included spending through the end of the fiscal year.

The 5000 series, services expenses, does have some Cost of Living adjustments figured in certain categories; other categories we do have some control over. We will, after this year, look at other liability options, as NCSIG, our insurer for the duration of the existence of the school, has decided to drop charter schools in June 2022. Our special education encroachment amount once again shows a large increase with our preliminary invoice, increasing almost 250 dollars more per ADA. Unfortunately, COVID restrictions did not loosen up enough to do our Wilderness Training and other programs, but it is intended and budgeted to continue these programs starting next year.

FUND BALANCES and CASH FLOW

Our beginning fund balance is fairly large, thanks to several positive increases over the past years, this year included with assistance funding from both State and Federal sources. We have also listed a combined cash flow chart for two years for both schools in Appendix B.

We have the recommended minimum of 20% of our total expenses reserved, 10% for financial uncertainty as per our MOU requirements, and then 10% as per our required Financial Stabilization Account, and since these are more than the required \$66,000, that is what we have reserved in these categories. This year's budget ending increase is fairly healthy, and future years look like we will be receiving COLA's from the State, so we will continue to monitor our financial position and our attendance figures.

Multi Year Projection
2021-2022, 2022-2023,2023-2024,2024-2025
REVENUE PROJECTIONS

The budgets for 2021-2022 through 2024-2025 are based on funding through the LCFF as shown in Appendix A. Right now the State Budget is projecting COLA's in 2021-2022 of 5.07% (a combination of this year's 2.31% and 2.76 % for next year), 2.48%, 3.11% and 3.54% for the subsequent years afterwards. It looks like most of the proposed deferrals in the July budget will be withdrawn.

We are assuming flat funding from 2020-2021 in Federal programs until more is known. The one-time funding for the various COVID relief packages have different end dates when they can be spent. We have elected to defer some of these revenues if we can into the 22-23 year, the table for these deferrals are on the single year budget under deferred until next year. This will help to spread out costs such as summer

Accelerated Achievement Academy
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school and special counseling and programs through SPACE that we will be looking into. Part of the Expanded Learning Grant is earmarked to hire a paraprofessional, so we will be looking at hiring a tutor to be shared by both schools. We are also assuming that our ADA will stay the same through subsequent years, although we will continue to actively market our services.

EXPENSE PROJECTIONS

For salaries and benefits categories, we have allowed for increases in teachers' salaries because of step increases built into the salary schedule and have based the budget on a 2.5% overall increase each of the next three years. The staffing costs are based on a full return to in person instructions, including teachers and support staff. It represents a regular lunch program and supervision. We have also accounted for the promotion of Caleb Cimmiyotti to a Principal position at Redwood Academy, and the moving Elna Gordon eventually to the CFO position, as James Switzer will be retiring after the 22-23 year.

We have used CSDC (Charter School Development Center) and School Services estimates for an increase in PERS and now STRS for both years (See Appendix C). These both still remain underfunded programs, and we will see significant increases in future years in PERS. There was some funding relief in last year's June Budget for STRS, and contributions to this system stay level for the first two years, and then see a slight increase the following years. For our health benefits, an increase of 3% is accounted for in each of the subsequent years. One benefit cost that has gone up significantly is the SUI rate, as a direct result of the program being used tremendously during the COVID pandemic. The rate starting next year will jump from a mere .05%, the rate it has been at for years, to 1.23%. This will increase the cost by almost \$8500 for each school.

Textbook purchases are at a maintenance level, allowing for some purchases of new sets as necessary, and major computer expenses should be done now, and only replacement Chromebooks as needed are budgeted.

5000 service and rental series expenses are not so easily controlled, so thus we have some inflation built in. In addition, some allowance for our Special Ed encroachment to increase has been figured into the four years' worth of budgets. As mentioned before, these budgets do reflect a return to "normal" activities, such as our Career outreach programs, and also field trips and Six Flag reward bus trips. It also includes new services as a result of the COVID funding, such as counseling services and use of various SPACE programs here locally.

FUND BALANCES and CASH FLOW

Our fund balances show high positive increases over the next few years, assuming our ADA stays constant. Most of this is due to the one time Federal and State relief funding, so we will be careful to commit to spending large amounts outside of these coming two years. We will monitor this and continue to market in order to keep our attendance up. We hope to continue our present level of services and staffing, and to maintain small COLA's for staffing where possible, as many of these funding streams will be ending within a few years. We are able to make quick decisions as

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necessary if there is a downturn in the economy and state funding and are not held to long-term leases or labor agreements.

**APPENDIX A
 ASSUMPTIONS PAGE**

ASSUMPTIONS PAGE		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
LCFF PER ADA						
REDWOOD		\$10,059.00	\$10,532.00	\$10,793.00	\$11,114.00	\$11,508.00
ACCELERATED		\$11,094.00	\$11,642.00	\$11,931.00	\$12,289.00	\$12,723.00
STATUTORY COLA		0.00%	5.07%	2.48%	3.11%	3.54%
LOTTERY PER ADA						
UNRESTRICTED		150	150	150	150	150
RESTRICTED		49	49	49	49	49
LPSBG GRANT						
REDWOOD		\$1,976.00	Note: revenue taken 18-19			
ACCELERATED		\$13,832.00	Note: revenue taken 18-19			
LCCSP GRANT						
REDWOOD		\$5,021.42	\$5,021.42	\$5,021.42	\$5,021.42	\$5,021.42
ACCELERATED		\$5,372.00	\$5,372.00	\$5,372.00	\$5,372.00	\$5,372.00
SALARY COLAS						
MANAGEMENT		SAME AS BELOW				
CERTIFICATED		2.5%	2.5%	2.5%	2.5%	2.5%
CLASSIFIED		2.5%	2.5%	2.5%	2.5%	2.5%
BENEFITS RATES						
STRS		16.15%	16.92%	19.10%	19.10%	19.10%
PERS		20.70%	22.91%	26.10%	27.10%	27.70%
OASDI		6.20%	6.20%	6.20%	6.20%	6.20%
MEDICARE		1.45%	1.45%	1.45%	1.45%	1.45%
SUI		0.05%	1.23%	1.23%	1.23%	1.23%
WORKERS COMP		1.41%	1.41%	1.41%	1.41%	1.41%
HEALTH PER FTE RATE OF INCREASE			3.00%	2.00%	2.00%	2.00%
HEALTH RATE PER FTE		\$16,761.00	\$17,263.83	\$17,609.11	\$17,961.29	\$18,320.51
CPI INDEX						
		1.41%	1.38%	1.24%	1.02%	2.40%
SPED ENCROAHMENT RATE OF INCREASE						
			3.00%	3.00%	3.00%	3.00%
		1287.54	1326.17	1365.95	1406.93	1449.14
FTE per school						
		CERTIFICATED	CLASSIFIED	total		
Redwood		9.38	3.63	13.01		
Accelerated		8.18	4.1	12.28		
TOTAL BOTH SCHOOLS		17.56	7.73	25.29		

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APPENDIX B
Combined Cash Balances for both schools 2021-2022

IF TAX INITIATIVE PASSES													
	Estimated beginning cash 7/1/2015	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,521,940	1,597,768	1,531,822	1,590,141	1,665,829	1,632,627	1,675,388	1,655,246	1,555,039	1,617,815	1,593,106	1,568,398	1,638,685
AA	1,512,986	1,572,675	1,501,224	1,519,776	1,612,537	1,571,495	1,603,601	1,576,328	1,472,507	1,526,080	1,496,372	1,466,665	1,657,315
total combined cash in county	3,034,926	3,170,443	3,033,046	3,109,917	3,278,366	3,204,122	3,278,989	3,231,573	3,027,545	3,143,894	3,089,479	3,035,063	3,296,000

Combined Cash Balances for both schools 2022-2023

IF TAX INITIATIVE PASSES													
	Estimated beginning cash 7/1/2015	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,638,685	1,718,896	1,656,259	1,720,535	1,837,688	1,809,954	1,858,064	1,843,270	1,722,402	1,784,593	1,759,301	1,734,008	1,772,265
AA	1,657,315	1,735,557	1,667,817	1,693,048	1,803,494	1,765,463	1,800,494	1,776,145	1,649,859	1,699,342	1,665,544	1,631,746	1,766,922
total combined cash in county	3,296,000	3,454,453	3,324,075	3,413,583	3,641,181	3,575,417	3,658,558	3,619,415	3,372,261	3,483,935	3,424,844	3,365,754	3,539,187

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APPENDIX C
LCFF Calculator Summary page

Redwood Academy of Ukiah (2330413)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING									
General Assumptions									
COLA & Augmentation	3.70%	3.26%	0.00%	5.07%	2.48%	3.11%	3.54%	0.00%	0.00%
Base Grant Proration Factor	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement									
Base Grant	\$1,268,352	\$1,246,117	\$1,246,117	\$1,309,290	\$1,341,763	\$1,383,474	\$1,432,464	\$1,432,464	\$1,432,464
Grade Span Adjustment	22,971	22,723	22,723	23,845	24,406	25,154	26,090	26,090	26,090
Supplemental Grant	126,163	133,000	138,836	140,779	144,267	146,722	151,826	151,826	151,921
Concentration Grant	-	-	-	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$1,417,486	\$1,401,840	\$1,407,676	\$1,473,914	\$1,510,436	\$1,555,350	\$1,610,380	\$1,610,380	\$1,610,471
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-	-
Total LCFF Entitlement	1,417,486	1,401,840	1,407,676	1,473,914	1,510,436	1,555,350	1,610,380	1,610,380	1,610,471
LCFF Entitlement Per ADA	\$ 9,632	\$ 10,017	\$ 10,059	\$ 10,532	\$ 10,793	\$ 11,114	\$ 11,508	\$ 11,508	\$ 11,501
Components of LCFF By Object Code									
State Aid (Object Code 8011)	\$ 751,979	\$ 893,577	\$ 728,711	\$ 794,971	\$ 831,493	\$ 876,407	\$ 931,437	\$ 931,437	\$ 931,531
EPA (for LCFF Calculation purposes)	\$ 265,880	\$ 132,710	\$ 309,964	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942
<i>Local Revenue Sources:</i>									
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	\$ 399,627	\$ 375,553	\$ 369,001	\$ 369,001	\$ 369,001	\$ 369,001	\$ 369,001	\$ 369,001	\$ 369,001
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	1,417,486	1,401,840	1,407,676	1,473,914	1,510,436	1,555,350	1,610,380	1,610,380	1,610,471
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	1,417,486	1,401,840	1,407,676	1,473,914	1,510,436	1,555,350	1,610,380	1,610,380	1,610,471
SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual	30.74345708%	16.13801139%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
% of Adjusted Revenue Limit - P-2	30.50770954%	16.08698870%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
EPA (for LCFF Calculation purposes)	\$ 265,880	\$ 132,710	\$ 309,964	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 263,751	\$ 132,710	\$ 309,964	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ 361.00	\$ 2,129.00	\$ 419.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-	-
LCAP Percentage to Increase or Improve Services									
Base Grant	\$ 1,291,323	\$ 1,268,840	\$ 1,268,840	\$ 1,333,135	\$ 1,366,169	\$ 1,408,628	\$ 1,458,554	\$ 1,458,554	\$ 1,458,554
Supplemental and Concentration Grant funding in the LCAP year	\$ 126,163	\$ 133,000	\$ 138,836	\$ 140,779	\$ 144,267	\$ 146,722	\$ 151,826	\$ 151,826	\$ 151,921
Percentage to Increase or Improve Services	9.77%	10.48%	10.94%	10.56%	10.56%	10.42%	10.41%	10.41%	10.42

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Appendix D
From LCFF calculator section

Redwood Academy of Ukiah (2330413)				v.22.1				
LOCAL CONTROL FUNDING FORMULA				2020-21	2021-22			
LCFF ENTITLEMENT CALCULATION								
Calculation Factors	Base Grant		Unduplicated		Base Grant		Unduplicated	
	Proration		Pupil Percentage		Proration		Pupil Percentage	
	0.00%	54.71%	54.71%		0.00%	52.80%	52.80%	
	Grade Span	Supplemental	Concentration	Total	Grade Span	Supplemental	Concentration	Total
Grades TK-3	\$ 801	\$ 930	\$ -	\$ -	\$ 842	\$ 943	\$ -	\$ -
Grades 4-6		855	-	-		867	-	-
Grades 7-8		881	-	414,659		893	-	434,175
Grades 9-12	243	1,047	-	993,017	255	1,062	-	1,039,739
Subtract Necessary Small School ADA and Funding				-				-
Total Base, Supplemental, and Concentration Grant	\$ 22,723	\$ 138,836	\$ -	\$ 1,407,676	\$ 23,845	\$ 140,779	\$ -	\$ 1,473,914
NSS Allowance				-				-
TOTAL BASE	\$ 22,723	\$ 138,836	\$ -	\$ 1,407,676	\$ 23,845	\$ 140,779	\$ -	\$ 1,473,914
ADD ONS:								
Targeted Instructional Improvement Block Grant				\$ -				\$ -
Home-to-School Transportation				-				-
Small School District Bus Replacement Program				-				-
ECONOMIC RECOVERY TARGET PAYMENT				-				-
LCFF ENTITLEMENT				\$ 1,407,676				\$ 1,473,914
STATE AID CALCULATION								
Miscellaneous Adjustments				-				-
Adjusted LCFF Entitlement				1,407,676				1,473,914
Local Revenue (including RDA)				(369,001)				(369,001)
Gross State Aid				<u>\$ 1,038,675</u>				<u>\$ 1,104,913</u>
MINIMUM STATE AID CALCULATION								
	<u>12-13 Rate</u>	<u>2020-21 ADA</u>		N/A	<u>12-13 Rate</u>	<u>2021-22 ADA</u>		N/A
2012-13 RL/Charter Gen BG adjusted for ADA	\$ 5,876.42	139.94		\$ 822,346	\$ 5,876.42	139.94		\$ 822,346
2012-13 NSS Allowance (deficit)				-				-
Minimum State Aid Adjustments				-				-
Less Current Year Property Taxes/In-Lieu				(369,001)				(369,001)
Subtotal State Aid for Historical RL/Charter General BG				453,345				453,345
Categorical funding from 2012-13 net of fair share reduction				19,152				19,152
Charter School Categorical Block Grant adjusted for ADA	580.58	139.94		81,246	580.58	139.94		81,246
Minimum State Aid Guarantee Before Proration Factor				553,743				553,743
Proration Factor				0.00%				0.00%
Minimum State Aid Guarantee				<u>\$ 553,743</u>				<u>\$ 553,743</u>
CHARTER SCHOOL MINIMUM STATE AID OFFSET								
LCFF Entitlement				1,407,676				1,473,914
Minimum State Aid plus Property Taxes including RDA				922,744				922,744
Offset				-				-
Minimum State Aid Prior to Offset				553,743				553,743
Total Minimum State Aid with Offset				553,743				553,743
TOTAL STATE AID				\$ 1,038,675				\$ 1,104,913
ADDITIONAL STATE AID (Additional SA)				\$ -				\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)				\$ 1,407,676				\$ 1,473,914
Change Over Prior Year	0.42%	5,836			4.71%	66,238		
LCFF Entitlement Per ADA				10,059				10,532
Per-ADA Change Over Prior Year	0.42%	42			4.70%	473		
Basic Aid Status (school districts only)				-				-

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**Appendix D
From LCFF calculator
Continued**

Redwood Academy of Ukiah (2330913)					v22.1					v22.1					v22.1										
LOCAL CONTROL FUNDING FORMULA					2022-23					2023-24					2024-25										
LCFF ENTITLEMENT CALCULATION																									
					Base Grant Proration		Unduplicated Pupil Percentage			Base Grant Proration		Unduplicated Pupil Percentage			Base Grant Proration		Unduplicated Pupil Percentage								
Calculation Factors					0.00%	52.80%	52.80%				0.00%	52.08%	52.08%				0.00%	52.08%	52.08%						
					Grade Span	Supplemental	Concentration	Total	Grade Span	Supplemental	Concentration	Total	Grade Span	Supplemental	Concentration	Total	Grade Span	Supplemental	Concentration	Total					
Grades TK-3	\$	862	\$	967	\$	-	\$	-	\$	889	\$	983	\$	-	\$	-	\$	889	\$	1,015	\$	-	\$	-	
Grades 4-6				889								904								936					
Grades 7-8				915			444,954					931			458,216					964			474,417		
Grades 9-12		261		1,088			1,065,482			269		1,107			1,097,134			269		1,145			1,135,027		
Subtract Necessary Small School ADA and Funding																									
Total Base, Supplemental, and Concentration Grant	\$	24,406	\$	144,267	\$	-	\$ 1,510,436	\$	25,154	\$	146,722	\$	-	\$ 1,555,350	\$	26,090	\$	151,826	\$	-	\$	1,610,380	\$	-	
NSS Allowance																									
TOTAL BASE	\$	24,406	\$	144,267	\$	-	\$ 1,510,436	\$	25,154	\$	146,722	\$	-	\$ 1,555,350	\$	26,090	\$	151,826	\$	-	\$	1,610,380	\$	-	
ADD ONS:																									
Targeted Instructional Improvement Block Grant							\$	-																\$	-
Home-to-School Transportation																									
Small School District Bus Replacement Program																									
ECONOMIC RECOVERY TARGET PAYMENT																									
LCFF ENTITLEMENT							\$ 1,510,436							\$ 1,555,350											\$ 1,610,380
STATE AID CALCULATION																									
Miscellaneous Adjustments																									
Adjusted LCFF Entitlement							1,510,436							1,555,350											1,610,380
Local Revenue (including ADA)							(369,001)							(369,001)											(369,001)
Gross State Aid							\$ 1,141,435							\$ 1,186,349											\$ 1,241,379
MINIMUM STATE AID CALCULATION																									
		12-13 Rate	2022-23 ADA			N/A		12-13 Rate	2023-24 ADA		N/A		12-13 Rate	2024-25 ADA		N/A									
2012-13 RI/Charter Gen BG adjusted for ADA	\$	5,876.42	139.94			\$ 822,346	\$ 5,876.42	139.94			\$ 822,346	\$ 5,876.42	139.94			\$ 822,346	\$ 5,876.42	139.94						\$ 822,346	
2012-13 NSS Allowance (deflated)																									
Minimum State Aid Adjustments																									
Less Current Year Property Taxes/In-Lieu						(369,001)					(369,001)														(369,001)
Subtotal State Aid for Historical RI/Charter General BG						453,345					453,345														453,345
Categorical funding from 2012-13 net of fair share reduction						19,152					19,152														19,152
Charter School Categorical Block Grant adjusted for ADA		580.58	139.94			81,246		580.58	139.94		81,246		580.58	139.94		81,246		580.58	139.94						81,246
Minimum State Aid Guarantee Before Proration Factor						553,743					553,743					553,743									553,743
Proration Factor						0.00%					0.00%					0.00%									0.00%
Minimum State Aid Guarantee						\$ 553,743					\$ 553,743					\$ 553,743									\$ 553,743
CHARTER SCHOOL MINIMUM STATE AID OFFSET																									
LCFF Entitlement						1,510,436					1,555,350					1,610,380									1,610,380
Minimum State Aid plus Property Taxes including RDA						922,744					922,744					922,744									922,744
Offset																									
Minimum State Aid Prior to Offset						553,743					553,743					553,743									553,743
Total Minimum State Aid with Offset						553,743					553,743					553,743									553,743
TOTAL STATE AID						\$ 1,141,435					\$ 1,186,349					\$ 1,241,379									\$ 1,241,379
ADDITIONAL STATE AID (Additional SA)						\$					\$					\$									\$
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						\$ 1,510,436					\$ 1,555,350					\$ 1,610,380									\$ 1,610,380
Change Over Prior Year		2.48%	36,522					2.97%	44,914							3,54%	55,030								11,508
LCFF Entitlement Per ADA						10,793					11,114														
Per-ADA Change Over Prior Year		2.48%	261					2.97%	321							3.55%	394								
Basic Aid Status (school districts only)																									

	A	B	C	D	E	F	G	H	I	J
130		Services and Other--5000 Series		CPI index			CPI index	1.0062		
131							19-20	with CPI applied		
132		5200		Travel & Conferences				\$ 500.00		
133		5300		Dues and Memberships			\$ 3,523.00	\$ 3,544.84		
134		5400		Insurance			\$ 8,523.00	\$ 10,226.00		
135		5500		Operations & Housekeeping			\$ 42,947.80	\$ 43,214.08		
136		5500		extra for COVID clearances 3220				\$ 1,500.00		
137		5600		Rentals, Leases & Repairs	last years		\$ 165,788.00	\$ 155,168.85		
138				Building Lease or Rent		\$ 140,917.00	\$ 145,144.51			
139				Land Lease		\$ -	\$ -			
140				Short Term Facility Rent		\$ 1,706.76	\$ 1,717.34			
141				Copier leases		\$ 8,307.00	\$ 8,307.00			
142				Other Rentals & Repairs		\$ 6,162.00				
143				Construction projects						
144										
145		5800		Professional & Consulting				\$ 315,237.50		
146				SE II per ADA	1287.54	\$ 174,358.67				
147				SE I Prior Yr Adj						
148				Payroll Exp		\$ 5,605.34		based on expenses @ second interim 1,698,588		
149				District Oversight		\$ 15,023.49				
150				Sh Pro (11500 + overa		\$ 13,500.00				
151				Long distance learning services (Res 3220)		\$ 24,000.00				
152				Bus trips, field trips, six flags						
153				Outward Bound programs						
154				College and testing fees		\$ 2,000.00				
155				Covid surveillance test						
156				Edgenuity contract		\$56,750.00				
157				Advertising		\$ 3,000.00				
158				Audit fees		\$ 5,400.00				
159				Legal fees		\$ 1,500.00				
160				Other		\$ 14,100.00				
161										
162									total	
163		5900		Communications				\$6,000.00	\$8,562.00	
164				Data charges				\$2,562.00		
165				Subtotal, 5000 Series				\$ 537,953.28		
166										
167										
168				Capital Outlay--6000 Series						
169										
170		6170		Site Improvements						
171		6200		Building & Building Improvements				\$ -		
172		6400		Equipment		server for network				
173										
174				Subtotal, 6000 Series				\$ -		
175										
176										
177				Other Outgoing--7000 Series						
178										
179		7431-7439		Debt Service				\$ -		
180										
181				Subtotal, 7000 Series				\$ -		
182										
183										
184				Total Expense				\$ 1,791,688.04		
185										
186				Increase (Decrease) in Fund Balance				\$ 286,008.76		
187										
188				9791 Beginning Fund Balance				\$1,304,254.85		
189										
190				Ending Fund Balance				\$ 1,590,263.61		
191		9711		Revolving Fund				\$ 2,000.00		
192		9789		Reserve Portion of Ending Fund Balance		10%		\$ 179,168.80		
193		9750		financial Stabilization Account		10%		\$ 179,168.80		
194										
195		9719		Reserve for all others (future construction projects)				\$ -		
196		9719		Future STRS and PERS increases				\$ 75,000.00		
197				Unappropriated Portion of Ending Fund Balance				\$ 1,154,926.00	\$ 0.73	

Cell: A7

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

Cell: G7

Comment: jswitzer:
Latest entitlement amounts from CDE from, 20-21.

Cell: B27

Comment: jswitzer:
Based on Previous years ADA, held harmless for this year.

Cell: H27

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

Cell: H43

Comment: Jim Switzer:
Mandate Block Grant projections from CDE,

Cell: H47

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

Cell: H53

Comment: jswitzer :
Based on 19-20 figures and current projections. .

Cell: H57

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

Cell: D70

Comment: jswitzer:
Based on current actuals figures and projected staffing levels for 20-21 through end of year

Cell: F79

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

Cell: B83

Comment: jswitzer:
Based on current actuals figures and projected staffing levels for 20-21 through end of year

Cell: F96

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

Cell: F101

Comment: Jim Switzer:
Current STRS contribution rate .

Cell: F102

Comment: jswitzer :
Current PERS contribution rate.

Cell: F106

Comment: Jswitzer:
Reflects current
premium rates .

Cell: D116

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

Cell: D130

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

Cell: H130

Comment: jswitzer :
From School Services estimates.

Cell: E146

Comment: jswitzer:
Based on preliminary invoice for SPED from UUSD. .

Cell: F148

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

Cell: F149

Comment: jswitzer :

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

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

Cell: A7

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

Cell: G7

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

Cell: B29

Comment: jschwitzer:
Based on Previous years ADA.

Cell: H29

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

Cell: H45

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

Cell: H49

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

Cell: H55

Comment: jschwitzer :
Based on 20-21 figures

Cell: H59

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

Cell: D72

Comment: jschwitzer:
Based on projected staffing levels.

Cell: F81

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

Cell: B85

Comment: jschwitzer:
Based on projected staffing levels .

Cell: F98

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

Cell: F103

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

Cell: F104

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

Cell: F108

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

Cell: D118

Comment: jschwitzer:
Totals based on projected spending .

Cell: D132

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

Cell: H132

Comment: jschwitzer :
From School Services estimates.

Cell: E148

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

Cell: F150

Comment: Jim Switzer:

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

Cell: F151

Comment: jswitzer :

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

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

Charter School Name : Accelerated Achievement Academy

CDS# : 23-65615-2330454

Charter Approving Entity : Ukiah Unified School District

County : Mendocino

Charter#: 0439

Fiscal Year: 2020/2021

This charter school uses the following basis of accounting

- Accrual Basis
 Modified Basis

Description	Object Code	FY 2019/20 Previous years Totals	Totals for 2020/2021	Totals for 2021/2022	Totals for 2022/2023	Totals for 2023/2024	Totals for 2024/2025
A. REVENUES							
1. Revenue Limit Sources							
			0.00	0.00	0.00	0.00	0.00
Education Protection Act	8012	122,329.00	286,622.00	286,622.00	286,622.00	286,622.00	286,622.00
State Aid - Current Year	8011	982,370.00	858,645.48	932,855.64	971,992.02	1,020,472.38	1,079,244.66
State Aid - Prior Years	8019	-6.00		0.00	0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00	0.00
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in Lieu of Property Taxes	8096	363,422.00	357,082.00	357,082.00	357,082.00	357,082.00	357,082.00
Other Revenue Limit Transfers	8091 , 8097	0.00					
Total, Revenue Limit Sources		1,468,115.00	1,502,349.48	1,576,559.64	1,615,696.02	1,664,176.38	1,722,948.66
2. Federal Revenues							
No Child left Behind	8290	89,522.00	264,247.00	235,263.00	257,275.00	232,274.00	93,510.00
Special Education - Federal	8181 , 8182	0.00	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110 , 8260-829	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		89,522.00	264,247.00	235,263.00	257,275.00	232,274.00	93,510.00
3. Other State Revenues							
Mandated Block Grant	8550	3,916.00	3,817.59	3,896.69	3,993.78	4,117.86	4,263.32
Lottery	8560	25,622.38	26,948.58	26,948.58	26,948.58	26,948.58	26,948.58
All Other State Revenues	8590	104,779.70	231,876.00	149,361.00	105,000.00	106,000.00	107,000.00
Total, Other State Revenues		134,318.08	262,642.17	180,206.27	135,942.36	137,066.44	138,211.90
4. Other Local Revenues							
Interest	8660	20,514.96	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00
LCSSP grant	8677	5,372.57	5,372.00	5,372.00	5,372.00	5,372.00	5,372.00
All other local	8699	1,445.22	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Reimbursement from Willits Charter school lunch program	8699		700.00	1,000.00	1,000.00	1,000.00	1,000.00
Prop 39 Transfer	8781	15,982.00	29,386.14	29,386.14	29,386.14	29,386.14	29,386.14
Total, Local Revenues		43,314.75	48,458.14	48,758.14	48,758.14	48,758.14	48,758.14
5. TOTAL REVENUES							
		1,735,269.83	2,077,696.79	2,040,787.05	2,057,871.52	2,082,274.96	2,003,428.70
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	452,748.37	507,860.00	516,787.59	540,078.78	575,245.58	589,339.22
Certificated Pupil Support Salaries	1200		0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	62,349.60	67,500.00	64,011.37	65,611.65	68,972.79	70,697.11
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		515,097.97	575,360.00	580,798.96	605,690.43	644,218.37	660,036.33
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	99,447.56	41,750.00	88,203.81	90,408.91	84,253.76	86,360.10
Non-certificated Support Salaries	2200	94,482.22	72,000.00	73,960.99	75,810.01	77,629.65	79,570.39
Non-certificated Supervisors' and Administrators' Sal.	2300	79,264.04	41,500.00	51,335.00	52,618.38	29,126.03	29,854.18
Clerical and Office Salaries	2400	66,123.42	66,500.00	83,710.59	85,803.35	91,568.39	93,857.60
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		339,317.24	221,750.00	297,210.39	304,640.69	282,577.83	289,642.28

Description	Object Code	FY 2019/20	Totals for	Totals for	Totals for	Totals for	Totals for
		Previous years	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
3. Employee Benefits		Totals	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
STRS	3101-3102	103,212.28	92,920.64	98,271.18	115,686.87	123,045.71	126,066.94
PERS	3201-3202	46,707.90	44,120.39	68,090.90	79,511.21	76,578.59	80,230.91
OASDI / Medicare / Alternative	3301-3302	27,940.87	25,306.60	31,158.18	32,087.52	30,958.37	31,728.16
Health and Welfare Benefits	3401-3402	186,686.04	173,979.18	182,996.60	186,656.53	184,821.66	188,518.09
Unemployment Insurance	3501-3502	427.16	398.56	10,799.52	11,197.07	11,399.59	11,681.05
Workers' Compensation Insurance	3601-3602	10,912.36	11,199.40	12,336.03	12,790.15	13,021.49	13,342.98
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		375,886.61	347,924.76	403,652.41	437,929.36	439,825.41	451,568.14
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	2,265.06	1,200.00	4,000.00	4,000.00	4,000.00	4,000.00
Books and Other Reference Materials	4200	548.52	400.00	1,000.00	1,000.00	1,000.00	1,000.00
Materials and Supplies	4300	47,994.77	10,000.00	58,500.00	60,500.00	61,500.00	62,500.00
Technology	4300		53,000.00	1,500.00	1,500.00	1,500.00	1,500.00
Loss Learning Mitigation purchases	4300		15,000.00				
Misc networking equipment	4300						
Noncapitalized Equipment	4400		23,000.00	4,000.00	3,000.00	3,000.00	3,000.00
ONE TIME PURCHASE OF HVAC'S	4400						
ONE TIME PURCHASE OF NETWORKING EQUIPMENT	4400	15,720.17					
Food	4700	9,899.00	6,100.00	9,200.00	9,200.00	9,200.00	9,200.00
Total, Books and Supplies		76,427.52	108,700.00	78,200.00	79,200.00	80,200.00	81,200.00
5. Services and Other Operating Expenditures							
Subagreements and Services	5100	0.00	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	415.82	500.00	500.00	500.00	500.00	500.00
Dues and Memberships	5300	3,523.00	3,544.84	3,680.96	3,769.30	3,853.36	3,946.61
Insurance	5400	8,523.00	10,226.00	10,618.68	10,873.53	11,116.01	11,385.01
Operations and Housekeeping Services	5500	42,947.80	44,714.08	54,873.50	45,950.46	46,975.16	48,111.96
Rentals, Leases, Repairs, and Noncap. Improvements	5600	165,788.69	155,168.85	158,223.81	158,780.76	159,075.14	159,666.26
Professional/Consulting Services and Operating Expend.	5800	198,674.38	315,237.50	285,064.17	292,062.52	299,190.20	283,567.31
Communications	5900	10,023.53	8,562.00	8,792.40	9,003.42	9,204.19	9,426.94
Total, Services and Other Operating Expenditures		429,896.22	537,953.27	521,753.52	520,939.99	529,914.05	516,604.08
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	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	2,002.86		0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciations Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		2,002.86	0.00	0.00	0.00	0.00	0.00
7. Other Outgo							
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223SO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo							
8. TOTAL EXPENDITURES		1,738,628.42	1,791,688.03	1,881,615.28	1,948,400.43	1,976,735.67	1,999,050.83
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)		(3,358.59)	286,008.76	159,171.77	109,271.09	105,539.29	4,377.88

Description	Object Code	FY 2019/20 Previous years Totals	Totals for 2020/2021	Totals for 2021/2022	Totals for 2022/2023	Totals for 2022/2023	Totals for 2023/2024
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C +D4)							
		(3,358.59)	286,008.76	159,171.77	109,271.09	105,539.29	4,377.88
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	1,307,613.44	1,304,254.85	1,590,263.61	1,749,435.38	1,858,706.47	1,964,245.76
b. Adjustments to Beginning Balance	9793 , 9755						
c. Adjusted Beginning Balance		1,307,613.44	1,304,254.85	1,590,263.61	1,749,435.38	1,858,706.47	1,964,245.76
2. Ending fund Balance, June 30 (E + F. 1.c.)							
		1,304,254.85	1,590,263.61	1,749,435.38	1,858,706.47	1,964,245.76	1,968,623.64
Component of Ending Fund Balance (Optional):							
Reserve For Revolving Cash (equals objet 9130)	9711	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Reserve for Stores (equalsobjest 9320)	9712	0.00	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00	0.00
Reserve for All Others	9719	0.00	0.00	0.00	0.00	0.00	0.00
General Reserve	9730	0.00	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/ Prop 39 planning money	9740		0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/Educator Effectiveness grant	9740		0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/College readiness grant	9740		0.00	0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9789	73,392.38	179,168.80	188,161.53	194,840.04	197,673.57	199,905.08
Other Designations	9750,9775 , 9784	73,392.38	179,168.80	188,161.53	194,840.04	197,673.57	199,905.08
Future STRS and PERS increases		1,070,000.00	1,080,000.00	1,205,000.00	1,300,000.00	1,400,000.00	1,400,000.00
Undersigned / Unapproved Amount	9790	85,470.09	149,926.00	166,112.32	167,026.38	166,898.53	166,813.47
		0.06553174	0.094277453	0.094951963	0.089861625	0.084968302	0.084736092



Redwood Academy of Ukiah

Estimated Actuals for 2020-2021 and Budgets for
2021-2022 , 2022-2023, 2023-2024, 2024-2025

June 8th, 2021
James Switzer, CFO, Treasurer

Redwood Academy of Ukiah
Estimated Actuals 2020-2021 and Budgets for years 2021-2022, 2022-2023,
2023-2024, 2024-2025

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Redwood Academy of Ukiah is required to submit the Estimated Actuals Report for 2020-2021 and we have also submitted budgets for the four subsequent years, 2021-2022, 2022-2023, 2023-2024 and 2024-2025. The following narrative provides the major assumptions used in the preparation of the Charter School's 2020-2021 Estimated Actuals Report and subsequent budgets.

The Governor's State Budget

The Governor's May Revision was released last month and highlights incredible growth in state revenues, especially when compared to the bleak forecasts from one year ago. What follows is an overview of key proposals affecting K-12 education based on the administration's Summary of the May Revision.

On the wings of multiple rounds of federal stimulus and mass vaccinations, the Administration predicts California's economy is poised for rapid expansion through the remainder of 2021 and continued growth in 2022. This improvement in the projected path of economic activity has led to a significant improvement in the revenue forecast.

The result is billions in one-time revenue growth, which Governor Newsom has eagerly invested into the "California Comeback Plan," a mix of programs to speed our, thus far, deeply unequitable economic recovery. With that growth, state reserves have swelled to \$24.4 billion (including \$4.6 billion in the Proposition 98 reserve) and the Gann Limit has been exceeded by over \$16 billion, triggering major funding reallocations such as the Golden State Stimulus program and future appropriations to K-14 in 2022-23.

Proposition 98, under a Test 1 year, is expected to grow to an historical high of \$93.7 billion in 2021-22. The growth is occurring across all three budget years: prior year (2019-20), current year (2020-21), and budget year (2021-22).

The May Revision proposes a 5.07% compounded cost-of-living adjustment (COLA) to the Local Control Funding Formula (LCFF) for school districts and county offices of education. In January, the Governor's Budget proposed a compounded LCFF COLA of 3.84%. The May Revision adds a 1.7% increase, plus a discretionary increase of one percent. The discretionary increase, like all discretionary spending proposals, will no doubt be a subject of debate within the Legislature as they evaluate discretionary versus more targeted funding expenditures. In all probability, all deferrals will be eliminated from the State Budget.

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Current year funding

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

Normally LCFF funding is based on our ADA at our P-2 reporting period. Normally we would predict this by extrapolating from P-1 to historical drops from CBEDS to P-2; however, this year we will be held harmless, meaning our P-2 from this year will reflect what we had last year. As far as we know this will be the only year that this will happen.

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

Projected Lottery estimates are from the CDE website. State Lottery estimates are very similar to last year's, with unrestricted at \$150 per ADA, and restricted funds at \$49 per ADA. Finally, our local Prop 39 payment from UUSD in lieu of actual buildings and space is agreed upon every three years, this year began an increase to \$173 per ADA, up from \$122 per ADA.

Other funding comes in from the Federal Government in the form of Title I, Title II, Title IV and Title V, the Rural and Low-income School Grant, available in years when the SRSA, Small Rural Achievement Program, is not available. Title I has been given a one-year boost in funding of about \$2,100. Those listed on the top of page 1 of the revised budget are the entitlement amounts as they are listed now with the CDE. These may get revised later in the year.

This year only, we are eligible for special funding from the Federal Government for COVID-19 relief. These are listed in the budgets under the following programs:

- CARES Act, resource 3210
- CARES Act II, resource 3212
- CARES Act III, resource 3213
- CARES Act III, resource 3214
- Learning Loss Mitigation, Resource 3220
- Learning Loss Mitigation, Resource 3215

Under state funding we are eligible for Learning Loss Mitigation, Resource 7420, and now approved is another source of state funding, In-person Instruction and Expanded Learning Opportunity Grants. The Resource numbers are listed below.

- In Person Instructional Grant Resource 7422
- Expanded Learning Opportunity Grant Resource 7425
- ELO Restricted Paraprofessional Resource 7426

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Since a lot of these grants have come in so late in the year, and also require spending plans for some of them (ELO particularly) we have elected to defer some of the revenue into future years, along with the expenditures. This will allow us to spread out the expenses and keep added student services at least for the next couple of years. These funding streams all have their own ending date when they can be expended, some have already reached their deadline. This funding and these deadlines will be one of the topics covered in our board training on funding sources.

Also listed under local revenue is the LCSSP grant (Learning Communities for School Success Program) a grant from the California Department of Education, through the County Office of Education, to improve the overall attendance at the schools. This is year 3 of this 3 year grant, although we have just received notification that this grant will continue.

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

EXPENSES FOR 2020-2021

Our salary and benefits expenses are listed in the 1000-3000 series categories and are figures that are calculated at the beginning of the year and closely monitored. The COLA for this year was figured at 2.5% certificated and classified. PERS is based on the current rate of 20.70%. STRS now is legislatively mandated to increase its rates; however, Governor Newsome has mandated some relief for schools this year, see Appendix A for multiyear estimates. These increases are included in our budgets; this year is based on the current rate of 16.15 %, a drop of a little less than one percent from last year, increasing slowly and leveling off at 19.10%. We will see as time goes on if this retirement fund continues to level out in its contribution rates.

Our self-funded Staywell health insurance increased its rates by about 3% this year. Our vision and dental costs reflect current rates, which have not gone up this year. It has been decided to keep the increase at 3% for our health benefits for next year also.

For salaries and benefits, we have looked at what payroll expenses remain and have adjusted these accordingly. Also included in these figures is our summer school costs, usually these would be represented in the following fiscal year, but a decision was made to recognize these expenses in the year that they mostly occur, and we currently start our summer school in early to mid-June.

Spending for materials, the 4000 series, has quite a few significant factors affecting it and some of our other spending this year. With the use of remote learning, our technology budget is quite a bit larger, with the purchase of new teacher laptop computers and hot spots for students who do not have internet access at home. We have adjusted these figures to what has been actually spent, and also included spending through the end of the fiscal year.

The 5000 series, services expenses, does have some Cost of Living adjustments figured in certain categories; other categories we do have some control over. We will, after this year, look at other liability options, as NCSIG, our insurer for the duration of the existence of the school, has decided to drop charter schools in June 2022. Our special education encroachment amount once again shows a large increase with our preliminary invoice, increasing almost 250 dollars more per ADA. Unfortunately,

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COVID restrictions did not loosen up enough to do our Outward Bound and Artward Bound programs, but it is intended and budgeted to continue these programs starting next year.

FUND BALANCES and CASH FLOW

Our beginning fund balance is fairly large, thanks to several positive increases over the past years, this year included with assistance funding from both State and Federal sources. We have also listed a combined cash flow chart for two years for both schools in Appendix B.

We have the recommended minimum of 20% of our total expenses reserved, 10% for financial uncertainty as per our MOU requirements, and then 10% as per our required Financial Stabilization Account, and since these are more than the required \$66,000, that is what we have reserved in these categories. This year's budget ending increase is fairly healthy, and future years look like we will be receiving COLA's from the State, so we will continue to monitor our financial position and our attendance figures.

Multi Year Projection
2021-2022, 2022-2023,2023-2024,2024-2025
REVENUE PROJECTIONS

The budgets for 2021-2022 through 2024-2025 are based on funding through the LCFF as shown in Appendix A. Right now the State Budget is projecting COLA's in 2021-2022 of 5.07% (a combination of this year's 2.31% and 2.76 % for next year), 2.48%, 3.11% and 3.54% for the subsequent years afterwards. It looks like most of the proposed deferrals in the July budget will be withdrawn.

We are assuming flat funding from 2020-2021 in Federal programs until more is known. The one-time funding for the various COVID relief packages have different end dates when they can be spent. We have elected to defer some of these revenues if we can into the 22-23 year, the table for these deferrals are on the single year budget under deferred until next year. This will help to spread out costs such as summer school and special counseling and programs through SPACE that we will be looking into. Part of the Expanded Learning Grant is earmarked to hire a paraprofessional, so we will be looking at hiring a tutor to be shared by both schools. We are also assuming that our ADA will stay the same through subsequent years, although we will continue to actively market our services.

EXPENSE PROJECTIONS

For salaries and benefits categories, we have allowed for increases in teachers' salaries because of step increases built into the salary schedule and have based the budget on a 2.5% overall increase each of the next three years. The staffing costs are based on a full return to in person instructions, including teachers

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and support staff. It represents a regular lunch program and supervision. We have also accounted for the promotion of Caleb Cimmiyotti to a Principal position, and the moving Elna Gordon eventually to the CFO position, as James Switzer will be retiring after the 22-23 year.

We have used CSDC (Charter School Development Center) and School Services estimates for an increase in PERS and now STRS for both years (See Appendix C). These both still remain underfunded programs, and we will see significant increases in future years in PERS. There was some funding relief in last year's June Budget for STRS, and contributions to this system stay level for the first two years, and then see a slight increase the following years. For our health benefits, an increase of 3% is accounted for in each of the subsequent years. One benefit cost that has gone up significantly is the SUI rate, as a direct result of the program being used tremendously during the COVID pandemic. The rate starting next year will jump from a mere .05%, the rate it has been at for years, to 1.23%. This will increase the cost by almost \$8500 for each school.

Textbook purchases are at a maintenance level, allowing for some purchases of new sets as necessary, and major computer expenses should be done now, and only replacement Chromebooks as needed are budgeted.

5000 service and rental series expenses are not so easily controlled, so thus we have some inflation built in. In addition, some allowance for our Special Ed encroachment to increase has been figured into the four years' worth of budgets. As mentioned before, these budgets do reflect a return to "normal" activities, such as our OutWard Bound program, and also field trips and Six Flag reward bus trips. It also includes new services as a result of the COVID funding, such as counseling services and use of various SPACE programs here locally.

FUND BALANCES and CASH FLOW

Our fund balances show high positive increases over the next few years, assuming our ADA stays constant. Most of this is due to the one time Federal and State relief funding, so we will be careful to commit to spending large amounts outside of these coming two years. We will monitor this and continue to market in order to keep our attendance up. We hope to continue our present level of services and staffing, and to maintain small COLA's for staffing where possible, as many of these funding streams will be ending within a few years. We are able to make quick decisions as necessary if there is a downturn in the economy and state funding and are not held to long-term leases or labor agreements.

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APPENDIX A
ASSUMPTIONS PAGE

ASSUMPTIONS PAGE		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
LCFF PER ADA						
REDWOOD		\$10,059.00	\$10,532.00	\$10,793.00	\$11,114.00	\$11,508.00
ACCELERATED		\$11,094.00	\$11,642.00	\$11,931.00	\$12,289.00	\$12,723.00
STATUTORY COLA		0.00%	5.07%	2.48%	3.11%	3.54%
LOTTERY PER ADA UNRESTRICTED		150	150	150	150	150
RESTRICTED		49	49	49	49	49
LPSBG GRANT						
REDWOOD		\$1,976.00	Note: revenue taken 18-19			
ACCELERATED		\$13,832.00	Note: revenue taken 18-19			
LCCSP GRANT						
REDWOOD		\$5,021.42	\$5,021.42	\$5,021.42	\$5,021.42	\$5,021.42
ACCELERATED		\$5,372.00	\$5,372.00	\$5,372.00	\$5,372.00	\$5,372.00
SALARY COLAS						
MANAGEMENT		SAME AS BELOW				
CERTIFICATED		2.5%	2.5%	2.5%	2.5%	2.5%
CLASSIFIED		2.5%	2.5%	2.5%	2.5%	2.5%
BENEFITS RATES						
STRS		16.15%	16.92%	19.10%	19.10%	19.10%
PERS		20.70%	22.91%	26.10%	27.10%	27.70%
OASDI		6.20%	6.20%	6.20%	6.20%	6.20%
MEDICARE		1.45%	1.45%	1.45%	1.45%	1.45%
SUI		0.05%	1.23%	1.23%	1.23%	1.23%
WORKERS COMP		1.41%	1.41%	1.41%	1.41%	1.41%
HEALTH PER FTE RATE OF INCREASE			3.00%	2.00%	2.00%	2.00%
HEALTH RATE PER FTE		\$16,761.00	\$17,263.83	\$17,609.11	\$17,961.29	\$18,320.51
CPI INDEX		1.41%	1.38%	1.24%	1.02%	2.40%
SPED ENCROAHMENT RATE OF INCREASE			3.00%	3.00%	3.00%	3.00%
		1287.54	1326.17	1365.95	1406.93	1449.14
FTE per school						
		CERTIFICATED	CLASSIFIED	total		
Redwood		9.38	3.63	13.01		
Accelerated		8.18	4.1	12.28		
TOTAL BOTH SCHOOLS		17.56	7.73	25.29		

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APPENDIX B
Combined Cash Balances for both schools 2021-2022

IF TAX INITIATIVE PASSES													
	Estimated beginning cash 7/1/2015	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,521,940	1,597,768	1,531,822	1,590,141	1,665,829	1,632,627	1,675,388	1,655,246	1,555,039	1,617,815	1,593,106	1,568,398	1,638,685
AA	1,512,986	1,572,675	1,501,224	1,519,776	1,612,537	1,571,495	1,603,601	1,576,328	1,472,507	1,526,080	1,496,372	1,466,665	1,657,315
total combined cash in county	3,034,926	3,170,443	3,033,046	3,109,917	3,278,366	3,204,122	3,278,989	3,231,573	3,027,545	3,143,894	3,089,479	3,035,063	3,296,000

Combined Cash Balances for both schools 2022-2023

IF TAX INITIATIVE PASSES													
	Estimated beginning cash 7/1/2015	july	august	september	october	november	december	january	february	march	april	may	june
Redwood	1,638,685	1,718,896	1,656,259	1,720,535	1,837,688	1,809,954	1,858,064	1,843,270	1,722,402	1,784,593	1,759,301	1,734,008	1,772,265
AA	1,657,315	1,735,557	1,667,817	1,693,048	1,803,494	1,765,463	1,800,494	1,776,145	1,649,859	1,699,342	1,665,544	1,631,746	1,766,922
total combined cash in county	3,296,000	3,454,453	3,324,075	3,413,583	3,641,181	3,575,417	3,658,558	3,619,415	3,372,261	3,483,935	3,424,844	3,365,754	3,539,187

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APPENDIX C
LCFF Calculator Summary page

Redwood Academy of Ukiah (2330413)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING									
General Assumptions									
COLA & Augmentation	3.70%	3.26%	0.00%	5.07%	2.48%	3.11%	3.54%	0.00%	0.00%
Base Grant Proration Factor	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement									
Base Grant	\$1,268,352	\$1,246,117	\$1,246,117	\$1,309,290	\$1,341,763	\$1,383,474	\$1,432,464	\$1,432,464	\$1,432,464
Grade Span Adjustment	22,971	22,723	22,723	23,845	24,406	25,154	26,090	26,090	26,090
Supplemental Grant	126,163	133,000	138,836	140,779	144,267	146,722	151,826	151,826	151,921
Concentration Grant	-	-	-	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$1,417,486	\$1,401,840	\$1,407,676	\$1,473,914	\$1,510,436	\$1,555,350	\$1,610,380	\$1,610,380	\$1,610,471
Miscellaneous Adjustments	-	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-	-
Total LCFF Entitlement	1,417,486	1,401,840	1,407,676	1,473,914	1,510,436	1,555,350	1,610,380	1,610,380	1,610,471
LCFF Entitlement Per ADA	\$ 9,632	\$ 10,017	\$ 10,059	\$ 10,532	\$ 10,793	\$ 11,114	\$ 11,508	\$ 11,508	\$ 11,501
Components of LCFF By Object Code									
State Aid (Object Code 8011)	\$ 751,979	\$ 893,577	\$ 728,711	\$ 794,971	\$ 831,493	\$ 876,407	\$ 931,437	\$ 931,437	\$ 931,531
EPA (for LCFF Calculation purposes)	\$ 265,880	\$ 132,710	\$ 309,964	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,941
<i>Local Revenue Sources:</i>									
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	\$ 399,627	\$ 375,553	\$ 369,001	\$ 369,001	\$ 369,001	\$ 369,001	\$ 369,001	\$ 369,001	\$ 369,001
<i>Property Taxes net of in-Lieu</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	1,417,486	1,401,840	1,407,676	1,473,914	1,510,436	1,555,350	1,610,380	1,610,380	1,610,471
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	1,417,486	1,401,840	1,407,676	1,473,914	1,510,436	1,555,350	1,610,380	1,610,380	1,610,471
SUMMARY OF EPA									
% of Adjusted Revenue Limit - Annual	30.74345708%	16.13801139%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
% of Adjusted Revenue Limit - P-2	30.50770954%	16.08698670%	37.69258175%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%	37.69000000%
EPA (for LCFF Calculation purposes)	\$ 265,880	\$ 132,710	\$ 309,964	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,941
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	\$ 263,751	\$ 132,710	\$ 309,964	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,942	\$ 309,941
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	\$ 361.00	\$ 2,129.00	\$ 419.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-	-
LCAP Percentage to Increase or Improve Services									
Base Grant	\$ 1,291,323	\$ 1,268,840	\$ 1,268,840	\$ 1,333,135	\$ 1,366,169	\$ 1,408,628	\$ 1,458,554	\$ 1,458,554	\$ 1,458,554
Supplemental and Concentration Grant funding in the LCAP year	\$ 126,163	\$ 133,000	\$ 138,836	\$ 140,779	\$ 144,267	\$ 146,722	\$ 151,826	\$ 151,826	\$ 151,921
Percentage to Increase or Improve Services	9.77%	10.48%	10.94%	10.56%	10.56%	10.42%	10.41%	10.41%	10.42

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Appendix D
From LCFF calculator section

Redwood Academy of Ukiah (2330413)				v.22.1				
LOCAL CONTROL FUNDING FORMULA				2020-21	2021-22			
LCFF ENTITLEMENT CALCULATION								
Calculation Factors	Base Grant		Unduplicated		Base Grant		Unduplicated	
	Proration	Pupil Percentage	Pupil Percentage	Pupil Percentage	Proration	Pupil Percentage	Pupil Percentage	Pupil Percentage
	0.00%	54.71%	54.71%		0.00%	52.80%	52.80%	
	Grade Span	Supplemental	Concentration	Total	Grade Span	Supplemental	Concentration	Total
Grades TK-3	\$ 801	\$ 930	\$ -	\$ -	\$ 842	\$ 943	\$ -	\$ -
Grades 4-6		855	-	-		867	-	-
Grades 7-8		881	-	414,659		893	-	434,175
Grades 9-12	243	1,047	-	993,017	255	1,062	-	1,039,739
Subtract Necessary Small School ADA and Funding								
Total Base, Supplemental, and Concentration Grant	\$ 22,723	\$ 138,836	\$ -	\$ 1,407,676	\$ 23,845	\$ 140,779	\$ -	\$ 1,473,914
NSS Allowance								
TOTAL BASE	\$ 22,723	\$ 138,836	\$ -	\$ 1,407,676	\$ 23,845	\$ 140,779	\$ -	\$ 1,473,914
ADD ONS:								
Targeted Instructional Improvement Block Grant				\$ -				\$ -
Home-to-School Transportation				-				-
Small School District Bus Replacement Program				-				-
ECONOMIC RECOVERY TARGET PAYMENT				-				-
LCFF ENTITLEMENT				\$ 1,407,676				\$ 1,473,914
STATE AID CALCULATION								
Miscellaneous Adjustments				-				-
Adjusted LCFF Entitlement				1,407,676				1,473,914
Local Revenue (including RDA)				(369,001)				(369,001)
Gross State Aid				<u>\$ 1,038,675</u>				<u>\$ 1,104,913</u>
MINIMUM STATE AID CALCULATION								
	12-13 Rate	2020-21 ADA		N/A	12-13 Rate	2021-22 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA	\$ 5,876.42	139.94		\$ 822,346	\$ 5,876.42	139.94		\$ 822,346
2012-13 NSS Allowance (deficit)				-				-
Minimum State Aid Adjustments				-				-
Less Current Year Property Taxes/In-Lieu				(369,001)				(369,001)
Subtotal State Aid for Historical RL/Charter General BG				453,345				453,345
Categorical funding from 2012-13 net of fair share reduction				19,152				19,152
Charter School Categorical Block Grant adjusted for ADA	580.58	139.94		<u>81,246</u>	580.58	139.94		<u>81,246</u>
Minimum State Aid Guarantee Before Proration Factor				553,743				553,743
Proration Factor				0.00%				0.00%
Minimum State Aid Guarantee				<u>\$ 553,743</u>				<u>\$ 553,743</u>
CHARTER SCHOOL MINIMUM STATE AID OFFSET								
LCFF Entitlement				1,407,676				1,473,914
Minimum State Aid plus Property Taxes including RDA				922,744				922,744
Offset				-				-
Minimum State Aid Prior to Offset				553,743				553,743
Total Minimum State Aid with Offset				553,743				553,743
TOTAL STATE AID				\$ 1,038,675				\$ 1,104,913
ADDITIONAL STATE AID (Additional SA)				\$ -				\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)				\$ 1,407,676				\$ 1,473,914
Change Over Prior Year	0.42%	5,836			4.71%	66,238		
LCFF Entitlement Per ADA				10,059				10,532
Per-ADA Change Over Prior Year	0.42%	42			4.70%	473		
Basic Aid Status (school districts only)				-				-

Redwood Academy of Ukiah
Estimated Actuals 2020-2021 and Budgets for years 2021-2022, 2022-2023,
2023-2024, 2024-2025

Appendix D
From LCFF calculator
Continued

Redwood Academy of Ukiah (2330413)					v22.1					v22.1					v22.1									
LOCAL CONTROL FUNDING FORMULA					2022-23					2023-24					2024-25									
LCFF ENTITLEMENT CALCULATION																								
Calculation Factors	Base Grant Proration		Unduplicated Pupil Percentage		Grade Span	Supplemental	Concentration	Total	Base Grant Proration		Unduplicated Pupil Percentage		Grade Span	Supplemental	Concentration	Total	Base Grant Proration		Unduplicated Pupil Percentage		Grade Span	Supplemental	Concentration	Total
	0.00%	52.80%	52.80%	0.00%					52.08%	52.08%	0.00%	52.08%					52.08%							
Grades TK-3	\$ 862	\$ 967	\$ -	\$ -					\$ 889	\$ 983	\$ -	\$ -					\$ 889	\$ 1,015	\$ -	\$ -				
Grades 4-6		\$ 889								\$ 904								\$ 936						
Grades 7-8				\$ 444,954						\$ 931		\$ 458,216						\$ 964			\$ 474,417			
Grades 9-12		261	1,088		1,065,482				269	1,107		1,097,134					269	1,145			1,135,027			
Subtract Necessary Small School ADA and Funding																								
Total Base, Supplemental, and Concentration Grant	\$ 24,406	\$ 144,267	\$ -	\$ 1,510,436					\$ 25,154	\$ 146,722	\$ -	\$ 1,555,350					\$ 26,090	\$ 151,826	\$ -	\$ 1,610,380				
NSS Allowance																								
TOTAL BASE	\$ 24,406	\$ 144,267	\$ -	\$ 1,510,436					\$ 25,154	\$ 146,722	\$ -	\$ 1,555,350					\$ 26,090	\$ 151,826	\$ -	\$ 1,610,380				
ADD ONS:																								
Targeted Instructional Improvement Block Grant				\$ -								\$ -									\$ -			
Home-to-School Transportation																								
Small School District Bus Replacement Program																								
ECONOMIC RECOVERY TARGET PAYMENT																								
LCFF ENTITLEMENT				\$ 1,510,436								\$ 1,555,350									\$ 1,610,380			
STATE AID CALCULATION																								
Miscellaneous Adjustments																								
Adjusted LCFF Entitlement				1,510,436								1,555,350												1,610,380
Local Revenue (including RDA)				(369,001)								(369,001)												(369,001)
Gross State Aid				\$ 1,141,435								\$ 1,186,349												\$ 1,241,379
MINIMUM STATE AID CALCULATION																								
2012-13 RL/Charter Gen BG adjusted for ADA		12-13 Rate	2022-23 ADA	N/A						12-13 Rate	2023-24 ADA	N/A												
2012-13 NSS Allowance (deficit)	\$ 5,876.42		139.94	\$ 822,346					\$ 5,876.42		139.94	\$ 822,346									\$ 5,876.42		139.94	\$ 822,346
Minimum State Aid Adjustments																								
Less Current Year Property Taxes/In-Lieu				(369,001)								(369,001)												(369,001)
Subtotal State Aid for Historical RL/Charter General BG				453,345								453,345												453,345
Categorical funding from 2012-13 net of fair share reduction				19,152								19,152												19,152
Charter School Categorical Block Grant adjusted for ADA	580.58		139.94	81,246					580.58		139.94	81,246									580.58		139.94	81,246
Minimum State Aid Guarantee Before Proration Factor				553,743								553,743												553,743
Proration Factor				0.00%								0.00%												0.00%
Minimum State Aid Guarantee				\$ 553,743								\$ 553,743												\$ 553,743
CHARTER SCHOOL MINIMUM STATE AID OFFSET																								
LCFF Entitlement				1,510,436								1,555,350												1,610,380
Minimum State Aid plus Property Taxes including RDA				922,744								922,744												922,744
Offset																								
Minimum State Aid Prior to Offset				553,743								553,743												553,743
Total Minimum State Aid with Offset				553,743								553,743												553,743
TOTAL STATE AID				\$ 1,141,435								\$ 1,186,349												\$ 1,241,379
ADDITIONAL STATE AID (Additional SA)				\$ -								\$ -												\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)				\$ 1,510,436								\$ 1,555,350												\$ 1,610,380
Change Over Prior Year	2.48%		36,522						2.97%		44,914									3.54%		55,030		
LCFF Entitlement Per ADA				10,793								11,114												11,508
Per-ADA Change Over Prior Year	2.48%		261						2.97%		321									3.55%		394		
Basic Aid Status (school districts only)																								

Cell: G3

Comment: jswitzer:

Latest entitlement amounts from CDE from 20-21.

Cell: A5

Comment: jswitzer :

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

Cell: H20

Comment: jswitzer :

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

Cell: B23

Comment: Based on Previous years ADA, held harmless for this year.

Cell: H40

Comment: Mandate Block Grant projection
from CDE .

Cell: H44

Comment: jswitzer:

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

Cell: H49

Comment: jswitzer :

Based on 19-20 figures and current projections.

Cell: H53

Comment: Jim Switzer:

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

Cell: B66

Comment: jswitzer:

Based on current actuals figures and projected staffing levels for 20-21 through end of year

Cell: E74

Comment: jswitzer:

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

Cell: B78

Comment: jswitzer:

Based on current actuals figures and projected staffing levels for 20-21 through end of year

Cell: E90

Comment: jswitzer:

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

Cell: F95

Comment: Jim Switzer:

Current STRS contribution rate .

Cell: F96

Comment: jswitzer :

Current PERS contribution rate

Cell: F100

Comment: Jim Switzer:

Reflects current premium rates .

Cell: F102

Comment: jswitzer :

Current SUI rate

Cell: D110

Comment: jswitzer:

Totals based on projected spending through end of year .

Cell: D122

Comment: jswitzer :

Totals based on projected spending through end of year

Cell: H122

Comment: jswitzer :

From School Services estimates.

Cell: E137

Comment: jswitzer:

Based on preliminary invoice for SPED from UUSD.

Cell: F140

Comment: jswitzer:

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

Cell: G3

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

Cell: A5

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

Cell: H22

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

Cell: B25

Comment: Based on Previous years ADA.

Cell: H42

Comment: Mandate Block Grant projections from School Services .

Cell: H46

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

Cell: H51

Comment: jswitzer :
Based on 20-21 figures .

Cell: H55

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

Cell: B68

Comment: jswitzer:
Based on projected staffing levels.

Cell: E76

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

Cell: B80

Comment: jswitzer:
Based on projected staffing levels ..

Cell: E92

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

Cell: F97

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

Cell: F98

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

Cell: F102

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

Cell: F104

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

Cell: D112

Comment: jswitzer:
Totals based on projected spending .

Cell: D124

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

Cell: H124

Comment: jswitzer :
From School Services estimates.

Cell: E139

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

Cell: F141

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

Cell: F142

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

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

Charter School Name : Redwood Academy of Ukiah

CDS# : 23-65615-2330413

Description	Object Code	FY 2019/20	Totals for	Totals for	Totals for	Totals for	Totals for
		Previous years Totals	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
A. Revenues							
1. Revenue Limit Sources							
			0.00	0.00	0.00	0.00	0.00
Education Protection Act	8012	132,291.00	309,964.00	309,964.00	309,964.00	309,964.00	309,964.00
State Aid - Current Year	8011	893,997.00	728,691.46	794,883.08	831,407.42	876,328.16	931,464.52
State Aid - Prior Years	8019	63.00			0.00	0.00	0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00	0.00	0.00	0.00
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00	0.00	0.00	0.00
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092	0.00	0.00	0.00	0.00	0.00	0.00
Charter Schools Funding in Lieu of Property Taxes	8096	375,552.00	369,001.00	369,001.00	369,001.00	369,001.00	369,001.00
Other Revenue Limit Transfers	8091 , 8097	0.00					
Total, Revenue Limit Sources		1,401,903.00	1,407,656.46	1,473,848.08	1,510,372.42	1,555,293.16	1,610,429.52
2. Federal Revenues							
No Child left Behind	8290	67,345.00	137,837.00	138,323.00	209,338.00	106,626.00	46,626.00
Special Education - Federal	8181 , 8182	0.00	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	110 , 8260-829	0.00	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		67,345.00	137,837.00	138,323.00	209,338.00	106,626.00	46,626.00
3. Other State Revenues							
Mandated Block Grant	8550	5,415.00	5,165.62	5,272.58	5,403.82	5,571.49	5,768.59
Lottery	8560	34,819.04	27,848.06	27,848.06	27,848.06	27,848.06	27,848.06
All Other State Revenues	8590	2,757.00	62,947.00	72,865.00	26,000.00	1,000.00	1,000.00
Total, Other State Revenues		42,991.04	95,960.68	105,985.64	59,251.88	34,419.55	34,616.65
4. Other Local Revenues							
Interest	8660	20,514.96	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00
LCSSP grant	8677	5,021.42	5,021.42	5,021.42	5,021.42	5,021.42	5,021.42
All other local	8699	2,594.19	1,400.00	1,000.00	1,000.00	1,000.00	1,000.00
Reimbursement from Willits Charter school lunch program	8699		500.00	1,000.00	1,000.00	1,000.00	1,000.00
Prop 39 Transfer	8781	15,372.00	24,209.62	24,209.62	24,209.62	24,209.62	24,209.62
Total, Local Revenues		43,502.57	42,131.04	42,231.04	42,231.04	42,231.04	42,231.04
5. TOTAL REVENUES							
		1,555,743.61	1,683,585.18	1,760,387.76	1,821,193.34	1,738,569.75	1,733,903.21
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	371,684.32	432,650.00	452,638.00	477,775.95	475,498.00	498,044.45
Certificated Pupil Support Salaries	1200		0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	70,717.68	76,041.00	69,652.00	71,393.30	57,775.00	59,219.38
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		442,402.00	508,691.00	522,290.00	549,169.25	533,273.00	557,263.83
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100	41,358.85	35,200.00	48,763.00	49,982.08	43,285.00	44,367.13
Non-certificated Support Salaries	2200	87,375.09	104,000.00	92,576.00	94,890.40	97,115.00	99,542.88
Non-certificated Supervisors' and Administrators' Sal.	2300	59,562.75	40,500.00	51,335.00	52,618.38	29,126.00	29,854.15
Clerical and Office Salaries	2400	59,925.95	57,000.00	61,306.00	62,838.65	67,802.22	69,497.28
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		248,222.64	236,700.00	253,980.00	260,329.50	237,328.22	243,261.43

Description	Object Code	FY 2019/20	Totals for	Totals for	Totals for	Totals for	Totals for
		Previous years	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
		Totals					
3. Employee Benefits							
STRS	3101-3102	75,172.11	82,153.60	88,371.47	104,891.33	101,855.14	106,437.39
PERS	3201-3202	44,957.94	47,278.59	58,186.82	67,946.00	64,315.95	67,383.41
OASDI / Medicare / Alternative	3301-3302	25,023.03	24,963.95	27,002.68	27,878.16	25,888.07	26,689.82
Health and Welfare Benefits	3401-3402	173,775.25	177,834.21	179,716.47	183,310.80	174,404.11	182,838.73
Unemployment Insurance	3501-3502	345.95	372.70	9,548.12	9,956.83	9,478.40	9,846.46
Workers' Compensation Insurance	3601-3602	8,820.69	10,472.74	10,906.59	11,373.46	10,826.95	11,247.38
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		328,094.97	343,075.79	373,732.15	405,356.58	386,768.61	404,443.21
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	6,123.28	3,200.00	4,000.00	4,000.00	4,000.00	4,000.00
Books and Other Reference Materials	4200	982.35	300.00	1,000.00	1,000.00	1,000.00	1,000.00
Materials and Supplies	4300	41,491.33	15,500.00	46,000.00	47,000.00	48,000.00	49,000.00
Technology	4300		13,500.00	4,000.00	2,000.00	2,000.00	2,000.00
Loss Learning Mitigation purchases	4300	4,034.70	10,000.00				
Misc networking equipment	4300						
Noncapitalized Equipment	4400	44,538.99	14,000.00	4,000.00	3,000.00	3,000.00	3,000.00
ONE TIME PURCHASE OF HVAC'S	4400						
ONE TIME PURCHASE OF NETWORKING EQUIPMENT	4400						
Food	4700	7,471.90	5,500.00	7,900.00	8,200.00	8,200.00	8,200.00
Total, Books and Supplies		104,642.55	62,000.00	66,900.00	65,200.00	66,200.00	67,200.00
5. Services and Other Operating Expenditures							
Subagreements and Services	5100	0.00	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	1,115.82	250.00	1,000.00	1,000.00	1,000.00	1,000.00
Dues and Memberships	5300	3,563.00	3,614.31	3,753.10	3,843.17	3,928.87	4,023.95
Insurance	5400	9,791.00	13,142.00	13,646.65	13,974.17	14,285.80	14,631.51
Operations and Housekeeping Services	5500	32,119.07	34,500.00	45,824.80	36,924.60	37,748.01	38,661.52
Rentals, Leases, Repairs, and Noncap. Improvements	5600	55,081.65	33,000.00	47,198.23	35,089.61	35,872.11	36,740.22
Professional/Consulting Services and Operating Expend.	5800	204,275.36	247,713.66	304,109.27	306,323.61	313,350.92	321,002.59
Communications	5900	11,016.19	9,761.00	10,135.82	10,379.08	10,610.54	10,867.31
Total, Services and Other Operating Expenditures		316,962.09	341,980.97	425,667.88	407,534.24	416,796.26	426,927.10
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	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	6400	8,011.46	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00
Depreciations Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		8,011.46	0.00	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	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223SO	0.00	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service:							
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo							
8. TOTAL EXPENDITURES		1,448,335.71	1,492,447.75	1,642,570.02	1,687,589.57	1,640,366.09	1,699,095.56
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND BEFORE OTHER FINANCING SOURCES AND USED (A5-B8)		107,405.90	191,137.43	117,817.74	133,603.77	98,203.66	34,807.65

Description	Object Code	FY 2019/20 Previous years Totals	Totals for 2020/2021	Totals for 2021/2022	Totals for 2022/2023	Totals for 2022/2023	Totals for 2023/2024
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C +D4)							
		107,405.90	191,137.43	117,817.74	133,603.77	98,203.66	34,807.65
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	1,301,144.06	1,408,549.96	1,599,687.39	1,717,505.13	1,851,108.90	1,949,312.56
	9793 , 9755						
c. Adjusted Beginning Balance		1,301,144.06	1,408,549.96	1,599,687.39	1,717,505.13	1,851,108.90	1,949,312.56
2. Ending fund Balance, June 30 (E + F. 1.c.)		1,408,549.96	1,599,687.39	1,717,505.13	1,851,108.90	1,949,312.56	1,984,120.21
Component of Ending Fund Balance (Optional):							
Reserve For Revolving Cash (equals object 9130)	9711	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00	0.00
Reserve for All Others	9719	0.00	0.00	0.00	0.00	0.00	0.00
General Reserve	9730	0.00	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/ Prop 39 planning money	9740		0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/Educator Effectiveness grant	9740		0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance/College readiness grant	9740		0.00	0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9789	73,392.38	149,244.78	164,257.00	168,758.96	164,036.61	169,909.56
Other Designations	9750,9775 , 978	73,392.38	149,244.78	164,257.00	168,758.96	164,036.61	169,909.56
Future STRS and PERS increases		1,030,000.00	1,200,000.00	1,250,000.00	1,350,000.00	1,450,000.00	1,450,000.00
Undersigned / Unapproved Amount	9790	229,765.20	99,197.84	136,991.12	161,590.98	169,739.34	192,301.10
		0.163121797	0.062010765	0.079761697	0.087294152	0.086820013	0.096920086

2020-21 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Fiscal Year 2020-2021

Redwood Academy of Ukiah

Expenditures through: June 30, 2021

For Fund 09, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	309,964.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		309,964.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	309,964.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		309,964.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2020-21 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Fiscal Year 2020-2021

Accelerated Achievement Academy

Expenditures through: June 30, 2021

For Fund 09, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	286,622.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		286,622.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	286,622.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		286,622.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2021-22 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Fiscal Year 2021-2022

Redwood Academy of Ukiah

Expenditures through: June 30, 2022

For Fund 09, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	309,964.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		309,964.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	309,964.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		309,964.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2021-22 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Fiscal Year 2021-2022

Accelerated Achievement Academy

Expenditures through: June 30, 2022

For Fund 09, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	286,622.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		286,622.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	286,622.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		286,622.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase number of students using CCSS, NGSS, and the new history framework aligned curriculum.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of students have NGSS aligned science curriculum	100% of students have NGSS aligned science curriculum

Metric/Indicator

NGSS aligned science curriculum

19-20

100%

Baseline

0%

Actions / Services

Planned Actions/Services

Ongoing purchase and replacement of standards aligned materials and equipment.

Replace or add technology as needed

Employ part-time literacy coordinator to provide professional development and support interim testing

Budgeted Expenditures

4000-4999: Books And Supplies General Fund, Lottery \$6,200

4000-4999: Books And Supplies General Fund, Lottery \$1,000

1000-1999: Certificated Personnel Salaries General Fund \$0

Actual Expenditures

4000-4999: Books And Supplies General Fund, Lottery \$2,073

4000-4999: Books And Supplies General Fund, Lottery \$4,522

1000-1999: Certificated Personnel Salaries General Fund \$7,496

**Planned
Actions/Services**

Purchase science curriculum for grades 4--10 aligned with NGSS.

**Budgeted
Expenditures**

4000-4999: Books And Supplies
General Fund \$1,000

**Actual
Expenditures**

4000-4999: Books And Supplies
General Fund \$414

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented for this goal. There was a discrepancy in in the amounts spent largely due to the implementation of distance learning for the last quarter of the year--less materials were used and more technology was purchased.

A description of the successes and challenges in implementing the actions/services to achieve the goal.
The goal has been fully implemented with all students having access to state adopted curriculum in all four core subjects.

Goal 2

Improve the average distance from standard in ELA and math as measured on the Dashboard

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Average distance from standard in

ELA and math on CAASPP

ELA -1.8 points above standard (based on 2019 data)
Math 75.3points below standard (based on 2019 data)

19-20

ELA 10 points below standard Math -60 points below standard

Baseline

ELA -14.2 points below standard (based on 2018 data)

Math -63.5 points below standard (based on 2018 data)

Actions / Services

Planned

Actions/Services

Ongoing purchase and replacement of standards aligned materials and equipment.

Replace and add technology as needed

Budgeted Expenditures

4000-4999: Books And Supplies
General Fund, Lottery \$6,200

4000-4999: Books And Supplies
General Fund, Lottery \$1,000

Actual Expenditures

4000-4999: Books And Supplies
General Fund, Lottery \$2,073

4000-4999: Books And Supplies
General Fund, Lottery \$4,522

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ part-time literacy coordinator to provide professional development and support interim testing.	1000-1999: Certificated Personnel Salaries General Fund \$0	1000-1999: Certificated Personnel Salaries General Fund \$7,496
Purchase science curriculum for grade 4-10 aligned to NGSS	4000-4999: Books And Supplies General Fund \$1,000	4000-4999: Books And Supplies General Fund \$414
Provide professional development during PLC meetings, collaboratives, and training as available.	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$8,490	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$9,984
Continue school activities that support a positive school climate (ex. Celebrations of Success, Field trips, speakers, etc.)	4000-4999: Books And Supplies General Fund, Lottery \$13,331	4000-4999: Books And Supplies General Fund, Lottery \$9,201
Targeted academic counseling regarding grades and post-secondary options	1000-1999: Certificated Personnel Salaries General Fund \$55,803	1000-1999: Certificated Personnel Salaries General Fund \$57,567
ELD instruction in small group pull-out	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$14,952	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$14,056
ELD support within the English class	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$65,349	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$67,871
Provide math tutor for small group support during and after school	2000-2999: Classified Personnel Salaries General Fund, Title I, Title IV \$7,821	2000-2999: Classified Personnel Salaries General Fund, Title I, Title IV \$6,585
Provide ELA and math support software to the curriculum	4000-4999: Books And Supplies Title I, General Fund \$4,529	3000-3999: Employee Benefits Title I, General Fund \$5,872
Provided after school help hour conducted by the teachers	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$28,006	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$24,232
Provide after school tutorial	1100, 3000 series General Fund, Title I, Title IV \$28,006	1100 and 3000 series General Fund, Title I, Title IV \$4,388

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented for this goal. There was a discrepancy in the amounts spent largely due to the implementation of distance learning for the last quarter of the year--less materials were used and more technology was purchased. Additionally, with school less was spent on school activities. The discrepancy in the amount spent on after school tutorial was the result of an error in the initial budget number. It should not have been that high.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

It is unclear how successful these actions were due to the lack of state testing in 2020. However, the biggest challenges for some of the actions is participation in the after school support programs.

Goal 3

Increase number of students with a post-secondary plan.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
93% of seniors had a post-secondary plan	

Metric/Indicator

Increased number of seniors with post-secondary plans as documented by the Academic Services Coordinator and the student surveys.

19-20

80%

Baseline

73%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Academic Services Coordinator position to provide instruction and exploration of on post-secondary options; provide support for financial aid applications, scholarship applications, college applications and certificate program applications.	1000-1999: Certificated Personnel Salaries General Fund \$43,383	1000-1999: Certificated Personnel Salaries General Fund \$40,900
Continue school activities that support a positive school climate (ex. Celebrations of Success, Field trips, speakers, etc.)	4000-4999: Books And Supplies General Fund \$13,331	4000-4999: Books And Supplies General Fund \$9,201

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

Provide evening event regarding financial aid options

1000-1999: Certificated
Personnel Salaries General Fund
\$509

1000-1999: Certificated
Personnel Salaries General Fund
\$114

Continue CTE and elective course offerings

1000-1999: Certificated
Personnel Salaries Title II, Title
IV, SRSA, General Fund \$42,339

1000-1999: Certificated
Personnel Salaries Title II, Title
IV, SRSA, General Fund \$48,353

Provide two dual enrollment courses on our campus and pay expenses associated with academic and CTE college courses taken at Mendocino College.

1000-1999: Certificated
Personnel Salaries General Fund
\$17,221

1000-1999: Certificated
Personnel Salaries General Fund
\$8,505

Targeted academic counseling regarding grades and post-secondary options

2000-2999: Classified Personnel
Salaries General Fund \$55,803

2000-2999: Classified Personnel
Salaries General Fund \$57,567

ELD instruction in small group pull-out

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$14,952

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$14,056

ELD support within the English class

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$65,349

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$67,817

Purchase career curriculum

4000-4999: Books And Supplies
General Fund \$1,500

4000-4999: Books And Supplies
General Fund 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented for this goal. There was a discrepancy in the amounts spent largely due to the implementation of distance learning for the last quarter of the year--less was spent on community activities. Additionally, less was spent on college classes in the spring impacting the amount spent on the action. Nothing was spent on career curriculum because a free curriculum was implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.
The largest challenge to the success of this goal was the pandemic. Many students chose to defer their plan until after the pandemic ended preventing them from receiving our usual support for applications to certificate programs and college.

Goal 4

Increase the rate of unconditional promotions to the next grade.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

71% (2019)

Metric/Indicator

Promotion rates (modified from survey data)

19-20

70%

Baseline

69% (2018)

Actions / Services

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

Ongoing purchase and replacement of standards aligned materials and equipment.

4000-4999: Books And Supplies
General Fund, Lottery \$6,200

4000-4999: Books And Supplies
General Fund, Lottery \$2,073

Purchase science curriculum for grades 4- 10 aligned to NGSS

4000-4999: Books And Supplies
General Fund \$1,000

4000-4999: Books And Supplies
General Fund \$414

Continue Academic Service Coordinator to provide grade monitoring and lunch tutorial

1000-1999: Certificated
Personnel Salaries General Fund
\$18,076

1000-1999: Certificated
Personnel Salaries General Fund
\$16,667

**Planned
Actions/Services**

Continue school activities that support a positive school climate (ex. Celebrations of Success, Field trips, speakers, etc.)

Provide after school tutorial

Provide professional development during PLC meetings, collaboratives, and trainings as available.

Targeted academic counseling regarding grades and post-secondary options.

ELD instruction in small group pull-out

ELD support within the English class

Provide math tutor for small group support during and after school

Provided after school help hour conducted by the teachers

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented for this goal. There was a discrepancy in in the amounts spent largely due to the implementation of distance learning for the last quarter of the year--less materials were used and less was spent on school activities.

**Budgeted
Expenditures**

4000-4999: Books And Supplies
General Fund \$13,331

2000-2999: Classified Personnel
Salaries General Fund, Title I, Title
IV \$28,006

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$8,490

2000-2999: Classified Personnel
Salaries General Fund \$55,803

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$14,731

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$65,349

2000-2999: Classified Personnel
Salaries General Fund, Title I, Title
IV \$7,821

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$28,006

**Actual
Expenditures**

4000-4999: Books And Supplies
General Fund \$9,201

2000-2999: Classified Personnel
Salaries General Fund, Title I, Title
IV \$16,749

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$9,984

2000-2999: Classified Personnel
Salaries General Fund \$57,567

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$14,056

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$67,871

2000-2999: Classified Personnel
Salaries General Fund, Title I, Title
IV \$6,585

1000-1999: Certificated
Personnel Salaries General
Fund, Title I, Title IV \$24,232

A description of the successes and challenges in implementing the actions/services to achieve the goal. Due to the pandemic it is unclear how successful these actions were to implementing the goal. The last quarter of the year resulted in students having uncharacteristic grades due to distance learning.

Goal 5

Foster a positive school climate

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Student survey results

19-20

88% (actual 2018-2019 rate was 87%)

Baseline

75%(2016)

Actual

78.9% (actual 2020 rate during COVID shutdown)

Actions / Services

**Planned
Actions/Services**

Continue Academic Service Coordinator to plan school events, field trips, etc.

Continue school activities that support a positive school climate (ex. Celebrations of Success, Field trips, speakers, etc.)

Provide anti-bully curriculum to grades 4-9

**Budgeted
Expenditures**

1000-1999: Certificated
Personnel Salaries General Fund
\$43,383

4000-4999: Books And Supplies
General Fund \$13,331

\$0

**Actual
Expenditures**

1000-1999: Certificated
Personnel Salaries General Fund
\$11,667

4000-4999: Books And Supplies
General Fund \$9,201

0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented for this goal. There was a discrepancy in the amounts spent largely due to the implementation of distance learning for the last quarter of the year. All of the activities and field trips that occur in the spring were canceled resulting in less expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There appeared to be less success in this area based on survey data. However, it is unclear how the survey data may have been impacted by the school shutting down and students beginning distance learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,500	\$16,019	Yes
Provide staffing to clean and disinfect all campus spaces twice-daily, supervise additional staggered break times and arrival/dismissal times.	\$19,750	\$5,263	No
Provide necessary protective personal equipment for all staff and students.	\$4,000	\$4,100	No
Provide equipment and staffing needed to prepare campus spaces for social distancing by removing excess furniture and putting up appropriate signage about social distancing and face covering requirements.	\$1,100	\$950	No
Provide air purifiers and upgraded HVAC filters in all classrooms and the office space.	\$5,964	\$4,000	No
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$9,600	\$16,401	No
Provide administrative days for redesign of student and staff hybrid schedules as well as planning for on-campus safety measures.	\$4,000	\$6,071	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$6,300	\$17,070	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	\$11,949	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.	\$21,900	\$19,373	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$6,200	\$7,047	No
Provide Tutorial time in person to all students daily to allow for math skill building.	\$12,750	\$12,664	Yes
Provide CTE courses to juniors and seniors	\$30,416	\$24,374	Yes
Provide ELD support within their English class and Advisement	\$66,982	\$72,829	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,400	\$2,988	Yes
Provide online teacher extra help hours on Fridays for all students.	\$9,800	\$15,336	Yes
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	\$24,999	Yes
Provide online tutoring hour five days a week.	\$12,750	\$4,434	Yes
Establish a routine for COVID-19 surveillance testing for all staff in frequent contact with the public and students.	\$9,000	\$530	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The majority of the substantive differences were caused by a greater time on distance learning than anticipated. On campus support groups were held several months longer. Cleaning costs were less because only two classrooms were in use during the closure. There was an increase in cost for teacher preparation days because the instructional model had to change multiple times to meet the changing public health guidance and the needs of the students. Due to the increased length of distance learning the Student Services Coordinator dedicated more time to student support. The budgeted amount for online tutoring was miscalculated to high. The cost of COVID-19 surveillance testing was minimal due to access to free testing.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the continually changing COVID-19 safety measures, concerns, and restrictions, providing in-person instruction proved challenging in a number of ways, some of which was out of our control as we were required to wait until the county reached the red tier before we could officially open for hybrid learning for grades 7-12. While waiting, we did operate small cohorts of students in extra support groups on campus, and, with this, the greatest challenge was regular attendance by the students. Once eligible to open in March, one of the biggest challenges was to help staff and students feel safe about returning, which included making sure vaccinations were made available to all staff, setting up Covid-19 antigen testing for use on-campus, and, of course, ensuring staff had all necessary protective equipment as well as technological equipment needed to run a hybrid program. We did have a relatively smooth transition to our hybrid program overall in March using a tiered approach beginning with our grades 4-6, and later opening to our 7-12th grades. Ultimately, we were able to offer students the ability to attend school in person four days a week by the last week in April. Unfortunately, due to continuing fears over the virus, many students chose to stay on distance learning for the remainder of the year—with approximately 55% of students choosing to return on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,500	\$16,019	Yes
Provide technology for distance learning to all students as needed, including Chromebooks and Verizon hotspots.	\$13,500	\$16,989	Yes
Provide technology and technology support to staff as needed, including new laptops and TechPro support availability.	\$16,000	\$37,173	No
Provide distance learning training opportunities for staff.	\$9,600	\$12,698	No
Provide administrative time to design full distance learning schedules and procedures.	\$4,000	\$6,071	No
Provide online tutoring hour five days a week.	\$14,250	\$4,434	Yes
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support for all students.	\$6,300	\$17,070	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	\$11,949	Yes
Expand academic course offerings for juniors and seniors by offering concurrent online enrollment at Mendocino College.	\$21,900	\$19,374	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$6,200	\$7,047	No
Provide Tutorial time online to all students daily to allow for math skill building.	\$14,133	\$35,728	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,400	\$2,988	Yes
Provide CTE courses to juniors and seniors	\$30,416	\$24,374	Yes
Provide ELD support within their English class and Advisement	\$66,982	\$63,645	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide online teacher extra help hours on Fridays for all students.	\$9,800	\$15,336	Yes
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	\$24,299	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The majority of the substantive differences were caused by a greater time on distance learning than anticipated. On campus support groups were held several months longer. With the extend time period replacement technology and tech support services became vital to implementation of the distance learning program. Cleaning costs were less because only two classrooms were in use during the closure. There was an increase in cost for teacher preparation days because the instructional model had to change multiple times to meet the changing public health guidance and the needs of the students. Due to the increased length of distance learning the Student Services Coordinator dedicated more time to student support. The extended time also resulted in increased costs for online tutorial class and help hours. The budgeted amount for online tutoring was miscalculated to high.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our distance learning program was a dramatic departure from our previous instructional model, as we decided to implement four to five week intensive core courses instead of students taking all of their core courses simultaneously for a semester at a time in grades 7-12. The decision to do this was for the purpose of being able to provide stable cohorts once we could allow students back on campus as well as for the purpose of minimizing the number of core courses students had to manage largely on their own while on distance learning. Though this instructional model proved more successful for students overall than the distance learning provided the previous spring, it did prove challenging for teachers in that they had to redesign their curriculums not only to fit a distance learning model but also to fit this new compact curricular model. While teachers were provided with professional development opportunities prior to the beginning of the school year, those opportunities focused on distance learning instructional techniques as opposed to techniques or strategies for teaching intensive courses.

We successfully provided most of the necessary devices and connectivity to students prior to the beginning of the school year; however, we did experience a delay in obtaining some needed hotspots due to the devices being backordered. Any student experiencing connectivity issues was able to come and work on campus; however, many students and parents opted to continue to

struggle with bad connections at home as opposed to come to campus. These connectivity issues continued throughout the year, even with the availability of hotspots due to the location of some homes.

Perhaps the biggest challenge to distance learning was ensuring student engagement. While the majority of Accelerated Achievement Academy students logged on daily for live instruction with their teachers, we did have an increase in the number of students who were not passing their classes. Teachers found it more difficult to ensure over zoom or from a distance that students were successfully completing work. In a classroom, it is much easier for teachers to closely monitor students' work production and offer help and encouragement when needed. The online environment did not prove as easy a place to track student progress in real time, and, as a result, more students than usual did not successfully complete enough of the work necessary to receive a passing grade. While both the principal and the student services coordinator closely tracked students' attendance and academic progress and contacted both the parents of students who were struggling to offer extra help options both online and on campus, the number of students who failed classes on distance learning was considerably higher than in a normal year. As a result, we are extending the number of summer school hours provided and adding additional teachers to summer school to meet the course recovery needs of those students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,500	\$16,019	Yes
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$9,600	\$16,401	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$6,300	\$17,070	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	\$11,949	Yes
Provide Tutorial time to all students daily to allow for math skill building	\$12,750	\$35,728	Yes
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	\$24,999	
Provide online teacher extra help hours on Fridays for all students.	\$9,800	\$15,336	Yes
Provide online tutoring hour five days a week.	\$12,750	\$4,434	Yes
Administer and score interim CAASPP assessments.	\$14,000	0	No
Provide summer school (2021)	\$9,250	\$17,742	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The majority of the substantive differences were caused by a greater time on distance learning than anticipated. On campus support groups were held several months longer. There was an increase in cost for teacher preparation days because the instructional model had to change multiple times to meet the changing public health guidance and the needs of the students. Due to the increased length of distance learning the Student Services Coordinator dedicated more time to student support. The extended time also resulted in increased costs for online tutorial class and help hours. The budgeted amount for online tutoring was miscalculated to high. Because

the school was still on distance learning, it choose not to administer the CAASPP interim assessments. Instead it opted to administer the STAR Reading and Math assessments that could more easily be administered at home. The costs for summer school are significantly hire due to the need for additional teachers to meet the social distancing requirements and increased volume of students who need summer school over previous years.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

While the vast majority of Accelerated Achievement Academy students logged on daily for live instruction with their teachers, we did have a significant increase in the number of students who were not passing their classes. Despite logging on to class, many students would not complete the work assigned. Teachers found it more difficult to ensure over zoom or from a distance that students were successfully completing work. In a classroom, it is much easier for teachers to closely monitor students' work production and offer help and encouragement when needed. The online environment did not prove as easy a place to track student progress in real time, and, as a result, more students than usual did not successfully complete enough of the work necessary to receive a passing grade. While both the principal and the student services coordinator closely tracked students' attendance and academic progress and contacted both the parents of students who were struggling to offer additional support, the number of students who failed classes on distance learning was considerably higher than in a normal year. In an effort to mitigate some of the learning loss, students had support classes that provided additional practice in math and ELA. We also offered online tutoring in the afternoon 5 days a week to support students' academic success. In addition to the afternoon tutoring hour, teachers provided after class tutoring to students and an official help hour on Fridays. Our effort to mitigate learning loss will continue into the summer with an extension of the number of summer school hours provided and the addition of teachers to summer school to meet the course recovery needs. Finally, we administered the STAR Reading and STAR math benchmarks three times during the year as well as administering the CAASPP summative assessments in an effort to better ascertain students' learning needs in the wake of the Covid 19 pandemic.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Teachers regularly assessed students social and emotional well being during live instruction and reported any noted concerns to the Student Services Coordinator or the principal for follow up. All staff received training in mental health warning signs and suicide prevention as well as mandated reporter training that addresses looking for possible signs of emotional or physical abuse. Additionally, teachers took time in their Advisement or Friday class meetings to focus on the class community and building connections within the class. Finally, students were actively encouraged to stay in close communication with school staff, especially their core class teachers and Advisement teachers. Due to Accelerated Achievement Academy's small size and the nature of the intensive core class design where teachers worked closely with one group four to five weeks at a time, students in need of mental health or emotional support were successfully identified and provided with resources as appropriate. However, due to the nature of distance learning, the staff was left feeling uncertain as to whether or not all students in need of mental health support were receiving it and suspected that more students were struggling in more ways than was apparent over Zoom.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year. Outreach to parents and students began in early July and continued throughout the remainder of the year, as plans for hybrid and distance learning changed with the evolving COVID-19 situation. Parents and students were emailed, texted, and called when new information and plans became available. All letters and re-opening plans were available in both English and Spanish. All students were contacted to pick up school materials and to attend an online distance learning orientation prior to the beginning of the school year, and all students successfully received both their materials and orientation. Online orientation was also available in both English and Spanish. All student contact information was verified by way of the submission of the 2020-21 registration card or direct parent contact. Any students who were absent from distance learning have their parents contacted by the office each day they are absent. Any student who was chronically absent or whose grade dropped below 60% in a core academic class had their parents contacted by the Principal or Student Services Coordinator to establish actions for reengagement which included but were not limited to sending a formal letter explaining the student's attendance/academic issues, assigning mandatory afterschool/additional online tutoring, recommending on campus extra support/instruction, referrals to health and social services, and requiring summer school. The outreach resulted in varying degrees of success. For example, student attendance rates for live instruction was high due to the timely phone calls made to parents when students were absent or late to class. Parents were generally very quick to contact their student and ensure that their student logged onto to class. However, there were a small number of chronic challenges that continued despite the efforts of staff to reengage the student.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Accelerated Achievement Academy participated in the Community Eligibility Program, and, as such, provided free breakfasts and lunches to all enrolled students. All meals met the nutrition requirements for the National School Lunch and Breakfast Program and were provided by our School Food Authority, Willits Charter School. This year, students ordered meals from their core class teacher and were provided two days worth of breakfasts and lunches on Mondays and three days worth of breakfasts and lunches on Wednesdays. Students on campus were able to order breakfast daily and eat it while outdoors and socially distanced prior to entering their classroom in the mornings. All other meals were for pick up only, as the school did not offer an on-campus lunch option during the 20-21 school year due to safety concerns. Likely as a result of the need to travel to pick up the meals, fewer students than normal ordered meals throughout the year. Additionally, the district expanded its meal service to all students residing in the area, which may have reduced the overall demand for meals from Accelerated Achievement Academy. Figuring out how to offer meals on campus safely might very well continue to be challenge as we enter into the 21-22 school year as well.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Provide free breakfasts and lunches to all students.	\$19,277	\$20,319	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

The lessons learned from the 20-21 school year have informed the 2021-24 LCAP in that it is apparent that the learning loss sustained during the pandemic will take time to recover from. Many students will need expanded credit recovery options in future years as well as increased academic supports during the school year. These are actions that are built onto the 2021-24 LCAP. Additionally, Accelerated Achievement Academy stakeholders recognize that the school's culture and climate will need to be essentially rebuilt after more than a year without the benefit of any school community building events. As a result, focusing on the school's 2021-24 LCAP goal of creating a positive school climate will be especially important in the coming years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed by way of closely tracking students' academic progress as well as continued implementation and analysis of benchmark testing and state testing, including the STAR Reaching and Math assessments, and the CAASPP interim and summative assessments. The 2021-24 LCAP will address learning loss by way of ensuring the necessary teacher training, student access to curriculum and course options, as well as supplying students with the necessary academic advising and supports such as after-school tutoring and summer school.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no major substantive differences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The reflection on the student outcomes from both the 19-20 LCAP and the 20-21 LCP have informed the 2021-24 LCAP. From the LCP, it is apparent that the learning loss sustained during the pandemic will take time to recover from. Many students will need expanded credit recovery options in future years as well as increased academic supports during the school year. These are actions that are built onto the 2021-24 LCAP. Additionally, Accelerated Achievement Academy stakeholders recognize that the school's culture and climate will need to be essentially rebuilt after more than a year without the benefit of any school community building events. As a result, focusing on the school's 2021-24 LCAP goal of creating a positive school climate will be especially important in the coming years. However, in looking at the 19-20 LCAP, it is apparent that many of our previous goals and actions were proving largely effective pre-pandemic and, in many cases, should be continued. There are also some slightly revised actions as well as added actions to allow for an expanded focus on both ensuring student academic success and social-emotional well being.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	0.00	0.00
	334,474.00	294,391.00
	33,931.00	24,464.00
	385,328.00	348,466.00
	4,529.00	5,872.00
	42,339.00	48,353.00
	28,006.00	0.00
	0.00	48,353.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	28,006.00	4,388.00
	534,388.00	512,924.00
	155,254.00	145,053.00
	0.00	5,872.00
	82,953.00	53,309.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		0.00	0.00
		28,006.00	4,388.00
		178,375.00	150,412.00
		313,674.00	314,159.00
		42,339.00	48,353.00
		111,606.00	115,134.00
		43,648.00	29,919.00
		0.00	5,872.00
		44,493.00	28,845.00
		33,931.00	24,464.00
		4,529.00	0.00
		4,529.00	0.00
		31,231.00	10,029.00
		13,331.00	22,391.00
		4,529.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	Total Expenditures by Goal	
	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	8,200.00	14,505.00
Goal 2	234,487.00	214,261.00
Goal 3	254,387.00	246,513.00
Goal 4	246,813.00	225,399.00
Goal 5	56,714.00	20,868.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$280,712.00	\$266,397.00
Distance Learning Program	\$273,281.00	\$315,194.00
Pupil Learning Loss	\$132,250.00	\$159,678.00
Additional Actions and Plan Requirements	\$19,277.00	\$20,319.00
All Expenditures in Learning Continuity and Attendance Plan	\$705,520.00	\$761,588.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$65,914.00	\$61,432.00
Distance Learning Program	\$42,100.00	\$80,059.00
Pupil Learning Loss	\$53,900.00	\$58,470.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$137,914.00	\$174,962.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$214,798.00	\$204,965.00
Distance Learning Program	\$231,181.00	\$235,135.00
Pupil Learning Loss	\$78,350.00	\$101,208.00
Additional Actions and Plan Requirements	\$19,277.00	\$20,319.00
All Expenditures in Learning Continuity and Attendance Plan	\$543,606.00	\$561,627.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

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

Reflections: Successes

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

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

Reflections: Identified Need

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

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

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Accelerated Achievement Academy is a single school LEA.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Stakeholder Engagement

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

The stakeholders were provided several opportunities to provide feedback.

Parent Advisory Meeting 4/14/2020
Parent Survey 4/2021
Student Survey 4/2021
Staff Meeting 4/9/2021
CAR Board Meeting 5/4/2021

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

A summary of the feedback provided by specific stakeholder groups.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
The LEA/school must exceed the state average to ensure it qualifies for charter renewal.

Measuring and Reporting Results

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

Actions

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

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Our school mission is to prepare students for a successful future. One aspect of a successful future is to have a career plan upon completing high school.

Measuring and Reporting Results

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

Actions

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Foster a positive school climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

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

pathway and dual enrollment class on campus. Additionally, it will be covering the costs associated with taking courses at Mendocino College. Accelerated Achievement Academy's mission is to prepare students for a successful future, and as such, all of the school's goals and subsequent added services/actions are aimed at improving students' success in school thereby increasing their success in the future.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$392,058.00	\$46,942.00	\$6,471.00	\$54,455.00	\$499,927.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$422,977.00	\$76,949.00

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

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

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

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

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

Foster Youth

Low Income

\$11,211.00

\$11,211.00

Contributing Expenditures Tables

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

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

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

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

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

Annual Update Table Year 1 [2021-22]

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

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

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal. As

such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

The percentage of students College/Career prepared as determined by the Dashboard's CCI indicator.

19-20

95% of students college/career prepared

Baseline

91.3% of students college/career prepared (class of 2016 data)

Actual

94% of students college/career prepared (class of 2020 data)

Actions / Services

Planned Actions/Services

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

Budgeted Expenditures

- 1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$3,000
- 1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title I, General Fund \$12,910

Actual Expenditures

- 1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$1,490
- 1100 and 3000 series 1000-1999: Certificated Personnel Salaries Title I, General Fund \$7,443

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1100 & 3000 series 5000-5999: Services And Other Operating Expenditures General Fund \$2,400	5200 series 5000-5999: Services And Other Operating Expenditures General Fund \$90
2. Purchase and implement state standards aligned curriculum	1100 and 3000 series; 4100 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$10,000	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$8,572
a. Purchase AP and standards aligned literacy, social studies, math, science/STEM curriculum and equipment/facilities as needed.	1100 and 3000 series; 4100 series, 5800 series 5000-5999: Services And Other Operating Expenditures General Fund, Lottery \$4,500	5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$645
c. Provide standards aligned curricular activities/field trips	1100 and 3000 series; 4100 series, 5800 series 1000-1999: Certificated Personnel Salaries General Fund \$12,080	1100 and 3000 series 1000-1999: Certificated Personnel Salaries General Fund \$11,741
d. Employ part-time literacy and STEM curriculum coordinators	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$4,000	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$7,669
3. Provide increased technology access (software and hardware) for instructional use a. Purchase additional chromebooks and other technology for instructional use	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$6,500	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$3,559
4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors	2100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$5,000	1100 ,2100 and 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$12,918
11. Provide pull-out/after-school EL tutoring	2100 & 3000 series 2000-2999: Classified Personnel Salaries Title I, General Fund \$22,595	2100 & 3000 series 2000-2999: Classified Personnel Salaries Title I, General Fund \$22,413
12. Provide continual monitoring of EL, foster youth, and low income students and support as needed	5800 series 5000-5999: Services And Other Operating	5800 series 5000-5999: Services And Other Operating
7. Subsidize AP Exam Costs for all students earning a B or higher in AP classes		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures General Fund \$2,600.00	Expenditures General Fund \$2,677

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented, though some of the budgeted numbers were either higher or lower than the actual expenditures. Some of our actions were impacted by the pandemic in the spring. For example, we were not able to run some of our more expensive standards-aligned field trips due to Covid 19 in the spring, which resulted in a shortfall of spending on action 2. Any funds that went unspent on the actions above were transferred to other allowable activities, such as ensuring students had the needed technology in the spring when we were forced to shut down in-person learning and move to remote learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.
 The CDE shows a CCI of 88.9% for the class of 2020. However, that number is incorrect due to a mistake in Calpads whereby a student who successfully graduated from another local school, UISA, was mistakenly reported as a dropout for Redwood Academy in Calpads. In removing that student who attended and graduated from another school, Redwood Academy's CCI becomes 94%. Despite having to move to distance learning into the spring, all actions and services listed were implemented, and we were close to meeting the goal's target metric of 95%.

Goal 2

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

State and/or Local Priorities addressed by this goal:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percentage of students meeting or exceeding standards as determined by state testing.

19-20

- +90 points above standard on CAASPP in ELA
- +50 points above standard on CAASPP in math
- +1 above standard on CAST

Baseline

- 89% met or exceeded standard in ELA (CAASPP 2017)
- 76% met or exceeded standard in math (CAASPP 2017)

Actual

- 90.5 points above standard on CAASPP in ELA (2019 data)
- 50.3 points above standard on CAASPP in math (2019 data)
- 71.7% standard met or higher on CAST (2019 data)

Actions / Services

Planned Actions/Services

1. Provide teachers and administration with Advanced Placement, state standards, and state accountability trainings.

Budgeted Expenditures

- 1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$3,000

Actual Expenditures

- 1100 and 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$1,490

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. AP and Pre-AP Trainings b. Monthly Vertical Team Meetings c. State standards/accountability trainings	1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$12,910 1100 & 3000 series 1000-1999: Certificated Personnel Salaries General Fund \$2,400	1100 and 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$7,443 5800 series 1000-1999: Certificated Personnel Salaries General Fund \$90
2. Purchase and implement state standards aligned curriculum a. Purchase AP and standards aligned literacy, social studies, math, science/STEM curriculum and equipment/facilities as needed. c. Provide standards aligned curricular activities/field trips d. Employ part-time literacy and STEM curriculum coordinators	1100 and 3000 series; 4100 series 4000-4999: Books And Supplies General Fund, Lottery \$10,000 1100 and 3000 series; 4100 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$4,500 1100 and 3000 series; 4100 series 1000-1999: Certificated Personnel Salaries General Fund \$12,080	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$8,572 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$645 1100 and 3000 series 1000-1999: Certificated Personnel Salaries General Fund \$11,741
3. Provide increased technology access (software and hardware) for instructional use a. Purchase additional chromebooks and other technology for instructional use	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$4,000	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$7,669

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented, though some of the budgeted numbers were either higher or lower than the actual expenditures. Some of our actions were impacted by the pandemic in the spring. For example, we were not able to run some of our more expensive standards-aligned field trips due to Covid 19 in the spring, which resulted in a shortfall of spending on action 2. Any funds that went unspent on the actions above were transferred to other allowable activities, such as ensuring students had the needed technology in the spring when we were forced to shut down in person learning and move to remote learning, which explains why the actual expenditures for action 3 are higher than initially budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Because we were not able to implement state testing in the spring of 2020 due to Covid-19, we do not have data to help ascertain the successes or challenges in implementing these actions and services. All actions and services were implemented largely as planned with the exception of being able to conduct field trips and being able to attend in-person trainings in the spring and summer of 2020. Data from state testing in 2018-19 suggests that the actions and services as executed in 2018-19 were largely successful.

Goal 3

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student Surveys</p> <p>19-20 90% or more of students feel like their classes are preparing them for college 85% or more of students feel their effort is supported and valued by the school 85% or more of students feel kindness and honesty are encouraged at school 85% or more of students feel like they have experienced personal success this year</p>	<p>87% or more of students feel like their classes are preparing them for college (2020 data) 87% or more of students feel their effort is supported and valued by the school (2020 data) 83% or more of students feel kindness and honesty are encouraged at school (2020 data) 92% or more of students feel like they have experienced personal success this year (2020 data)</p>

Actual

Expected

Baseline

- 92% of students feel like their classes are preparing them for college (2018 data)
- 78% of students feel their effort is supported and valued by the school (2018 data) 82% of students feel kindness and honesty are encouraged at school (2018 data)
- 77% of students feel they have experienced personal success this year (2018 data)

Actions / Services

**Planned
Actions/Services**

**Budgeted
Expenditures**

**Actual
Expenditures**

- 4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors
- 5. Provide increased college, financial aid, and academic advising for both students and parents
- 6. Provide college admission curriculum and annual college tours
- 8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher
- 9. Provide character/ student leadership curriculum
 - a. Provide time/training for teachers to develop curriculum

- 4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$6,500
- 2200 & 3000, 4300 & 5200 series 2000-2999: Classified Personnel Salaries General Fund \$21,690
- 4000 series, 5800 series 5000-5999: Services And Other Operating Expenditures General Fund, Lottery \$6,500.00
- 4000 and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$1,500.00
- 1100, 3000, 4200, and 5800 series 1000-1999: Certificated Personnel Salaries General Fund, Lottery \$2,430
- 4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$3,559
- 2200 , 3000 ,4300 & 5200 series 2000-2999: Classified Personnel Salaries General Fund \$23,079
- 4000 series, 5800 series 5000-5999: Services And Other Operating Expenditures General Fund, Lottery \$3,237
- 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$799
- 1100, 3000, 4200, and 5800 series 1000-1999: Certificated Personnel Salaries General Fund, Lottery \$2,280

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b. Purchase materials as needed	1100, 3000, 4200, and 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$1,300	1100, 3000, 4200, and 5800 series 4000-4999: Books And Supplies General Fund, Lottery 0
c. Contract with local companies to provide leadership and enrichment programs	1100, 3000, 4200, and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$15,000	5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$8,750
d. Provide school activities and celebrations to foster feelings of student accomplishment and pride.	1100, 3000, 4200, and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$5,000	4000 series, 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$7,172
10. Provide targeted college advising	2200 & 3000 series 2000-2999: Classified Personnel Salaries Title I, General Fund \$30, 895	2200 & 3000 series 2000-2999: Classified Personnel Salaries Title I, General Fund \$22,240
a. Provide extra time in the student services coordinator's schedule for targeted academic advising and support.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented, though some of the budgeted numbers were either higher or lower than the actual expenditures. Some of our actions were impacted by the pandemic in the spring. For example, we were not able to run some of our more expensive school activities/trips, such as Outward Bound and Artward Bound, due to Covid 19 in the spring, which resulted in a shortfall of spending on action 9. Additionally, some of our budget figures were inexact in their calculation and either fell short or fell in excess of the actual expenditures. Any funds that went unspent on the actions above were transferred to other allowable activities, such as ensuring students had the needed technology in the spring when we were forced to shut down in person learning and move to remote learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal. Most actions were implemented successfully, and, according to student survey data, these actions and services were successful in helping to achieve the school goal of creating a positive school climate. However, some actions/services could not be implemented in the spring due to Covid-19. Specifically, students were not able to engage in some of the spring character and leadership curriculum such as Outward Bound and Artward Bound. Additionally, the SAT could not be administered to the junior class as planned. Furthermore, some of the college advising/support services were impacted in the spring due to the move to remote learning. Despite these challenges, the goal's metric targets were largely met with the exception of students' feelings about their classes preparing them for college. However, even falling slightly short of that target, students generally felt positive about themselves and their school experience.

Goal 4

Graduate students who enroll in a 2 or 4 year college

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
Collected Exit Data

19-20

90% of seniors enroll in a 2 or 4 year university

Baseline

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

Actual

95% of seniors enrolled in a 2 or 4 year university (2019 data)
63% of seniors enrolled in a 2 or 4 year university (2020 data)

Actions / Services

Planned Actions/Services

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

6. Provide college admission curriculum and annual college tours

Budgeted Expenditures

2200 & 3000, 4300 & 5200 series
2000-2999: Classified Personnel
Salaries General Fund \$21,690

4000 series, 5800 series 5800:
Professional/Consulting Services
And Operating Expenditures
General Fund, Lottery \$6,500.00

Actual Expenditures

2200 & 3000, 4300 & 5200 series
2000-2999: Classified Personnel
Salaries General Fund \$23,079

4000 series, 5800 series 5800:
Professional/Consulting Services
And Operating Expenditures
General Fund, Lottery \$3,237

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher	5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$1,500.00	5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$799
9. Provide character/ student leadership curriculum	1100, 3000, 4200, and 5800 series 1000-1999: Certificated Personnel Salaries General Fund \$2,420	1100, 3000, 4200, and 5800 series 1000-1999: Certificated Personnel Salaries General Fund \$2,280
a. Provide time/training for teachers to develop curriculum	1100, 3000, 4200, and 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$1,300	1100, 3000, 4200, and 5800 series 4000-4999: Books And Supplies General Fund, Lottery 0
b. Purchase materials as needed	1100, 3000, 4200, and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$15,000	1100, 3000, 4200, and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$8,750
c. Contract with local companies to provide leadership and enrichment programs	4000 series, 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$5,000	4000 series, 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$7,172
d. Provide school activities and celebrations to foster feelings of student accomplishment of pride.	2200 & 3000 series 2000-2999: Classified Personnel Salaries General Fund \$30,895	2100 & 3000 series 2000-2999: Classified Personnel Salaries General Fund \$22,240
10. Provide targeted college advising		
a. Provide extra time in the student services coordinator's schedule for targeted advising and support.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented, though some of the budgeted numbers were either higher or lower than the actual expenditures. Some of our actions were impacted by the pandemic in the spring. For example, we were not able to run some of our

more expensive school activities/trips, such as Outward Bound and Artward Bound, due to Covid 19 in the spring, which resulted in a shortfall of spending on action 9. Additionally, some of our budget figures were inexact in their calculation and either fell short or fell in excess of the actual expenditures. Any funds that went unspent on the actions above were transferred to other allowable activities, such as ensuring students had the needed technology in the spring when we were forced to shut down in person learning and move to remote learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some actions and services pertaining to this goal were impacted due to the Covid-19 pandemic. Specifically, Redwood Academy could not implement some of the character and leadership programs, such as Outward Bound and Artward Bound, in the spring due to public health orders. In addition, some of the support/advising provided to students with regard to enrolling in 2 year colleges in the spring was disrupted and more difficult to deliver remotely. As a result of these impacts as well as the general impact of the pandemic on education at large, the percentage of graduates who enrolled in a 2 or 4 year college declined fairly significantly, as many of them felt it was not worth paying for college if they had to take all of their classes remotely and were resolved to wait until college campuses opened back up for in-person instruction again. We do not yet know how many of them will return to their college plans once Covid-19 is behind us.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	\$16,602	Yes
Provide staffing to clean and disinfect all campus spaces twice-daily, supervise additional staggered break times and arrival/dismissal times.	\$19,000	\$4,040	No
Provide necessary protective personal equipment for all staff and students.	\$4,000	\$4,000	No
Provide equipment and staffing needed to prepare campus spaces for social distancing by removing excess furniture and putting up appropriate signage about social distancing and face covering requirements.	\$1,100	\$600	No
Provide air purifiers and upgraded HVAC filters in all classrooms and the office space.	\$19,500	\$10,000	No
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$8,800	\$16,516	No
Provide administrative days for redesign of student and staff hybrid schedules as well as planning for on-campus safety measures.	\$3,500	\$5,958	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$19,600	\$20,326	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	\$40,652	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.	\$6,500	\$2,200	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$4,500	\$5,024	No
Provide Guided Study time in person to all students daily to allow for math and SAT skill building.	\$26,500	\$25,389	Yes
Provide the PSAT for all sophomores and juniors in October, subsidize the cost of an SAT for all juniors with a 3.0 or higher, and subsidize the cost of AP Exams for all students with a B+ in the AP class or higher.	\$3,500	\$170	No
Subsidize any cost associated with the SAT for homeless, foster, and SED juniors, and subsidize any cost associated with AP Exams for homeless, foster, and SED students enrolled in an AP class.	\$1,000	\$1,632	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,750	\$2,926	No
Provide online teacher extra help hours on Fridays for all students.	\$11,000	\$11,321	Yes
Provide online Life and Leadership meetings/curriculum on Fridays with an emphasis of fostering further student connection with each other and the school.	\$26,500	\$51,997	No
Provide a week-long Outward Bound wilderness education trip for all juniors and seniors in the spring in order to foster student connections with nature, with each other, and with themselves.	\$8,000	0	Yes
Establish a routine for COVID-19 surveillance testing for all staff in frequent contact with the public and students.	\$9,000	\$846	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences on budgeted expenditures and actual expenditures are largely the result of a prolonged distance learning program. When writing the LCP, the staff's assumption was that we would be offering in-person learning by the end of December at the latest. In fact, we were unable to open for in-person learning until March, when our county finally reached the red tier. As a result, the need to pay staff to provide additional on campus support groups during the time that school-wide in-person learning was prohibited lasted far longer than anticipated, and the time in which the school needed to extensively clean classrooms/campus and

supervise staggered breaks was much shorter than anticipated. Once we opened in March, we still needed to run a hybrid program that extended the online Life and Leadership classes on Fridays through the end of the year, which doubled our initial budgeted estimate--an estimate that was based on the assumption that school would be on campus and running a normal schedule by the first winter break. Additionally, the continually changing directives from public health, the CDE, and CA legislators required more time and preparation on the part of teaching and administrative staff than initially anticipated. Teachers and administrators were given extra days in their schedules to successfully facilitate the various transitions required in order to safely deliver instruction to students both remotely and in-person. With regard to the differing amounts pertaining to HVAC system upgrades and air purifiers, the difference is the result of an initially anticipated replacement of three HVAC systems that did not end up actually being replaced during the 20-21 school year. These replacements may still take place; however, they are not an immediate safety need, but are still needed to improve the heating systems in those rooms. Air purifier installation and HVAC servicing and filter upgrades were completed for every building.

The only action above that could not be performed was providing Outward Bound to both juniors and seniors this spring. These trips for students were not possible due to the continuing safety issues surrounding the Covid-19 pandemic.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the continually changing COVID-19 safety measures, concerns, and restrictions, providing in-person instruction proved challenging in a number of ways, some of which was out of our control as we were required to wait until the county reached the red tier before we could officially open for hybrid learning. While waiting, we did operate small cohorts of students in extra support groups on campus, and, with this, the greatest challenge was finding staff that were willing and able to facilitate these groups in person. Once eligible to open in March, one of the biggest challenges was to help staff and students feel safe about returning, which included making sure vaccinations were made available to all staff, setting up Covid-19 antigen testing for use on-campus, and, of course, ensuring staff had all necessary protective equipment as well as technological equipment needed to run a hybrid program. While we were unable to run our spring Outward Bound trip due to Covid-19 restrictions, we did have a relatively smooth transition to our hybrid program overall in March, and, ultimately, we were able to offer students the ability to attend school in person four days a week by the last week in April. Unfortunately, due to continuing fears over the virus, many students chose to stay on distance learning for the remainder of the year--with approximately 60% of students initially choosing to return to campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	\$16,602	Yes
Provide technology for distance learning to all students as needed, including Chromebooks, Verizon hotspots, and graphing calculators.	\$15,000	\$23,503	Yes
Provide technology and technology support to staff as needed, including new laptops and TechPro support availability.	\$16,000	\$21,869	No
Provide distance learning training opportunities for staff.	\$11,000	\$28,370	No
Provide administrative time to design full distance learning schedules and procedures.	\$2,500	\$5,958	No
Provide online tutoring hour four days a week.	\$4,500	\$1,650	Yes
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support for all students.	\$19,600	\$20,326	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	\$40,652	Yes
Expand academic course offerings for juniors and seniors by offering concurrent online enrollment at Mendocino College.	\$6,500	\$2,200	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$4,500	\$5,024	No
Provide Guided Study time online to all students daily to allow for math and SAT skill building.	\$26,500	\$25,389	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,750	\$2,926	No
Provide College Board testing such as the PSAT, SAT, and AP Exams as feasible during full distance learning. Subsidize the cost of	\$3,500	\$170	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SAT for all juniors with a 3.0 or higher and the cost of AP Exams for all students with a B+ in the AP class or higher.			
Provide College Board testing such as the PSAT, SAT, and AP Exams as feasible during full distance learning. Subsidize any cost associated with the SAT for homeless, foster, and SED juniors and any cost associated with AP Exams for homeless, foster, and SED students enrolled in an AP class.	\$1,000	\$1,632	Yes
Provide online teacher extra help hours on Fridays for all students.	\$11,000	\$12,919	Yes
Provide online Life and Leadership meetings/curriculum on Fridays with an emphasis of fostering further student connection with each other and the school.	\$26,500	\$51,997	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The substantive differences on budgeted expenditures and actual expenditures are largely the result of a prolonged distance learning program. When writing the LCP, the staff's assumption was that we would be offering in-person learning by the end of December at the latest. In fact, we were unable to open for in-person learning until March, when our county finally reached the red tier. As a result, the need to pay staff to provide additional on campus support groups during the time that school-wide in-person learning was prohibited lasted far longer than anticipated. Once we opened in March, we still needed to run a hybrid program that extended the online Life and Leadership classes on Friday through the end of the year, which doubled our initial budgeted estimate--an estimate that was based on the assumption that school would be on campus as usual by the first winter break. Additionally, the continually changing directives from public health, the CDE, and CA legislators required more training time and preparation on the part of teaching and administrative staff than initially anticipated. Teachers and administrators were given extra days in their schedules to successfully train for and facilitate the various transitions required in order to safely deliver instruction to students both remotely and in-person. Technology costs also came in higher than anticipated, both due to the prolonged nature of distance learning but also due to the the technology needed to run a successful hybrid program that allowed teachers to effectively instruct students both in-person and remotely simultaneously. Also, coming in below budgeted numbers was the cost for the College Program, which is largely comprised of books and Mendocino College student fees. Unfortunately, this difference is largely the result of many students electing to drop their college classes due to struggling with the college's online learning environment. As a result, there were fewer students who participated in the program than in a normal year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our distance learning program was a dramatic departure from our previous instructional model, as we decided to implement four to five week intensive core courses instead of students taking all of their core courses simultaneously for a semester at a time. The decision to do this was for the purpose of being able to provide stable cohorts once we could allow students back on campus as well as for the purpose of minimizing the number of core courses students had to manage largely on their own while on distance learning. Though this instructional model proved more successful for students overall than the distance learning provided the previous spring, it did prove challenging for teachers in that they had to redesign their curriculums not only to fit a distance learning model but also to fit this new compact curricular model. While teachers were provided with professional development opportunities prior to the beginning of the school year, those opportunities focused on distance learning instructional techniques as opposed to techniques or strategies for teaching intensive courses.

We successfully provided most of the necessary devices and connectivity to students prior to the beginning of the school year; however, we did experience a delay in obtaining some needed hotspots due to the devices being backordered. Any student experiencing connectivity issues was able to come and work on campus; however, many students and parents opted to continue to struggle with bad connections at home as opposed to come to campus. By the end of September, most of the consistent connectivity issues had been resolved by way of a school-provided hotspot or by other means.

Perhaps the biggest challenge to distance learning was ensuring student engagement. While the vast majority of Redwood Academy students logged on daily for live instruction with their teachers, we did have an increase in the number of students who were not passing their classes. Teachers found it more difficult to ensure over zoom or from a distance that students were successfully completing work. In a classroom, it is much easier for teachers to closely monitor students' work production and offer help and encouragement when needed. The online environment did not prove as easy a place to track student progress in real time, and, as a result, more students than usual did not successfully complete enough of the work necessary to receive a passing grade. While both the principal and the student services coordinator closely tracked students' attendance and academic progress and contacted both the parents of students who were struggling weekly to offer extra help options both online and on campus, the number of students who failed classes on distance learning was slightly higher than in a normal year. As a result, the student services coordinator in conjunction with the principal offered a four-day a week intensive extra help session for high school students at risk of losing 30 credits or more. This extra help session was aimed at helping these students pass as many classes as possible within the school year. In addition, plans were made to extend the number of summer school hours provided for those students now in need of credit recovery.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	\$16,602	Yes
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$8,800	\$16,516	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$19,600	\$20,326	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	\$40,652	Yes
Provide Guided Study time to all students daily to allow for math and SAT skill building.	\$26,500	\$25,389	Yes
Provide the PSAT to all sophomores and juniors.	\$750	\$170	No
Provide online teacher extra help hours on Fridays for all students.	\$11,000	\$12,919	Yes
Provide online tutoring hour four days a week.	\$4,500	\$1,650	Yes
Administer and score interim CAASPP assessments.	\$14,000	\$14,045	No
Provide summer school.	\$6,000	\$16,607	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The substantive differences on budgeted expenditures and actual expenditures are largely the result of a prolonged distance learning program. When writing the LCP, the staff's assumption was that we would be offering in-person learning by the end of December at the latest. In fact, we were unable to open for in-person learning until March, when our county finally reached the red tier. As a result, the need to pay staff to provide additional on campus support groups during the time that school-wide in-person learning was prohibited lasted far longer than anticipated. Additionally, the continually changing directives from public health, the CDE, and CA legislators required more training time and preparation on the part of teaching staff than initially anticipated. Teachers were given extra

days in their schedules to successfully train for and facilitate the various transitions required in order to safely deliver instruction to students both remotely and in-person. There is also a substantive difference between the budgeted and the actual expenditures for summer school. This is the result of the decision to expand our summer school hours and offerings beyond what was offered the previous summer in order to better address the learning loss resulting from students spending near to a year at home on remote learning.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

While the vast majority of Redwood Academy students logged on daily for live instruction with their teachers, we did have an increase in the number of students who were not passing their classes. Teachers found it more difficult to ensure over zoom or from a distance that students were successfully completing work. In a classroom, it is much easier for teachers to closely monitor students' work production and offer help and encouragement when needed. The online environment did not prove as easy a place to track student progress in real time, and, as a result, more students than usual did not successfully complete enough of the work necessary to receive a passing grade. While both the principal and the student services coordinator closely tracked students' attendance and academic progress and contacted both the parents of students who were struggling weekly to offer extra help options both online and on campus, the number of students who failed classes on distance learning was slightly higher than in a normal year. As a result, the student services coordinator in conjunction with the principal offered a four-day a week intensive extra help session for high school students at risk of losing 30 credits or more. This extra help session was aimed at helping these students pass as many classes as possible within the school year. Students were also offered remediation in some subjects by way of online programs such as Khan Academy during their Guided Study class, online after school tutoring, and extra help sessions with teachers as supports to try and mitigate learning loss. In addition, plans were made to extend the number of summer school hours provided for those students now in need of credit recovery. Finally, along with addressing students' academic performance in classes, we administered both the CAASPP interim assessments and the CAASPP summative assessments in an effort to better ascertain students' learning needs in the wake of the Covid 19 pandemic. The interim results were used by teachers to inform instruction and the summative results will be reviewed by teachers once available to help inform student instruction next year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Teachers regularly assessed students social and emotional well being during live instruction and reported any noted concerns to the Student Services Coordinator or the principal for follow up. All staff received training in mental health warning signs and suicide prevention as well as mandated reporter training that addresses looking for possible signs of emotional or physical abuse. Additionally, Life and Leadership classes served as a community building time that focused on students social and emotional well-being, including providing students with mental health resources such as crisis contact numbers and lessons about how to cope with stress. Finally, students were actively encouraged to stay in close communication with school staff, especially their core class teachers and Life and Leadership advisors. Due to Redwood Academy's small size and the nature of the intensive core class design where teachers worked closely with one group four to five weeks at a time, students in need of mental health or emotional support were identified and provided with resources as appropriate. However, due to the nature of distance learning, the staff was left feeling uncertain as to whether or not all students in need of mental health support were receiving it and suspected that more students were struggling in more ways than was apparent over zoom.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Outreach to parents and students began in early July and continued throughout the remainder of the year, as plans for hybrid and distance learning changed with the evolving COVID-19 situation. Parents and students were emailed, texted, and called when new information and plans became available. All letters and re-opening plans were available in both English and Spanish. All students were contacted to pick up school materials and to attend an online distance learning orientation prior to the beginning of the school year, and all students successfully received both their materials and orientation. Online orientation was also available in both English and Spanish. All student contact information was verified by way of the submission of the 2020-21 registration card. Any students who were absent from distance learning had their parents contacted by the office each day they are absent. Any student absent for two consecutive days or whose grade dropped below 68% in a core academic class had their parents contacted by the Principal or Student Services Coordinator to establish actions for reengagement which included but were not limited to sending a formal letter explaining the student's attendance/academic issues, assigning mandatory afterschool/additional online tutoring, recommending on campus extra support/instruction, referrals to health and social services, and requiring summer school. Much of Redwood Academy's outreach efforts were extremely successful. For example, student attendance rates for live instruction were high due to the timely phone calls made to parents when students were absent or late to class. Parents were generally very quick to contact their student and ensure that their student logged onto to class. However, there were a small number of chronic challenges with outreach that required the principal to visit to student's homes in order to try to rectify some student engagement issues.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Redwood Academy participated in the Community Eligibility Program, and, as such, provided free breakfasts and lunches to all enrolled students. All meals met the nutrition requirements for the National School Lunch and Breakfast Program and were provided by our School Food Authority, Willits Charter School. This year, students ordered meals from their core class teacher and were provided two days worth of breakfasts and lunches on Mondays and three days worth of breakfasts and lunches on Wednesdays. Students on campus were able to order breakfast daily and eat it while outdoors and socially distanced prior to entering their classroom in the mornings. All other meals were for pick up only, as the school did not offer an on-campus lunch option during the 20-21 school year due to safety concerns. Likely as a result of the need to travel to pick up the meals, fewer students than normal ordered meals throughout the year. Additionally, the district expanded its meal service to all students residing in the area, which may have reduced the overall demand for meals from Redwood Academy. Figuring out how to offer meals on campus safely might very well continue to be challenge as we enter into the 21-22 school year as well.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Provide free breakfasts and lunches to all students.	\$31,500	\$23,343	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

NA

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

The lessons learned from the 20-21 school year have informed the 2021-24 LCAP in that it is apparent that the learning loss sustained during the pandemic will take time to recover from. Many students will need expanded credit recovery options in future years as well as increased academic supports during the school year. These are actions that are built onto the 2021-24 LCAP. Additionally, Redwood Academy stakeholders recognize that the school's culture and climate will need to be essentially rebuilt after more than a year without the benefit of any school community building events. As a result, focusing on the school's 2021-24 LCAP goal of creating a positive school climate will be especially important in the coming years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed by way of closely tracking students' academic progress as well as continued implementation and analysis of state testing, including the CAASPP interim and summative assessments. The 2021-24 LCAP will address learning loss by way of ensuring the necessary teacher training, student access to curriculum and course options, as well as supplying students with the necessary academic advising and supports such as after-school tutoring and summer school.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substantive differences on budgeted expenditures and actual expenditures for increased and improved services are largely the result of a prolonged distance learning program. When writing the LCP, the staff's assumption was that we would be offering in-

person learning by the end of December at the latest. In fact, we were unable to open for in-person learning until March, when our county finally reached the red tier. As a result, the need to pay staff to provide additional on campus support groups for at-risk students during the time that school-wide in-person learning was prohibited lasted far longer than anticipated. Technology costs for students also came in higher than anticipated both due to the prolonged nature of distance learning but also due to the initial under-estimation of the number of students who would be in need throughout the year. Also, coming in below budgeted numbers was the cost for the College Program, which is largely comprised of books and Mendocino College student fees that we pay for our participating students. Unfortunately, this difference is largely the result of many students electing to drop their college classes due to struggling with the college's online learning environment. As a result, there were fewer students who participated in the program than in a normal year. The free breakfast and lunch program also came in below budgeted expenditures, as many students did not want to come to campus to pick up their meals while on remote learning and the local district expanded their meal service to all students who reside in the area. As a result of the district's expanded meal offerings, we can assume the need for meals from Redwood Academy was reduced.

The only contributing action that could not be performed was providing Outward Bound to both juniors and seniors this spring. These trips for students were not possible due to the continuing safety issues surrounding the Covid-19 pandemic.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The reflection on the student outcomes from both the 19-20 LCAP and the 20-21 LCP have informed the 2021-24 LCAP. From the LCP, it is apparent that the learning loss sustained during the pandemic will take time to recover from. Many students will need expanded credit recovery options in future years as well as increased academic supports during the school year. These are actions that are built onto the 2021-24 LCAP. Additionally, Redwood Academy stakeholders recognize that the school's culture and climate will need to be essentially rebuilt after more than a year without the benefit of any school community building events. As a result, focusing on the school's 2021-24 LCAP goal of creating a positive school climate will be especially important in the coming years. However, in looking at the 19-20 LCAP, it is apparent that many of our previous goals and actions were proving largely effective pre-pandemic and, in many cases, should be continued. There are also some slightly revised actions as well as added actions to allow for an expanded focus on both ensuring student academic success and social-emotional well being.



Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

Redwood Academy of Ukiah is a small public charter school for grades 7-12 that opened in the fall of 2000. Its mission is to prepare students for college and independent living in a safe, challenging, well-managed charter school. The school meets the needs of approximately 140 adolescents who are representative of the region. The Academy's nine classrooms and office building are centrally located in Ukiah on property leased from the Redwood Empire Fairgrounds, property of the 12th Agricultural District of the State of California and shared with its sister school, Accelerated Achievement Academy. The school is governed by Charter Academy of the Redwoods, a nonprofit public benefit corporation established in 1999. Redwood Academy has been classified by the California Charter Schools Association as a certified charter school, has been and presently is a California Distinguished School, has been named one of America's Best High Schools by both Newsweek and U.S. News and World Report, and is WASC accredited.

Its founders, Rod and Kim Logan, have both retired, and the school now has a full-time principal, Elna Gordon, who was the first teacher hired when the school opened. The school has a positive relationship with the staff of Ukiah Unified School District and has renewed its charter through July 2024. Redwood Academy is located in Ukiah, the county seat of Mendocino. Located two hours north of San Francisco and three hours west of Sacramento, Ukiah is a small town of approximately 15,000. Ukiahans are proud of their "accomplishments in the areas of community livability, high quality public services and economic development." (Source: www.cityofukiah.com) Employment in Ukiah and the surrounding area is provided largely by the retail and service industries as well as agriculture. The community is currently confronting adolescent issues related to gang membership, adolescent drug abuse, and family dysfunction. Although all of these issues impact some Redwood students, none has been identified as prevalent or challenges to safety at Redwood Academy.

Reflections: Successes

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

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

Reflections: Identified Need

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

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

anxiety, and depression. As a result, RA staff continue to note that students' definitions of success may be too limited, focused largely on grades or other external measures from year to year, and they believe that it is especially important that the 2021-24 LCAP places a focus on rebuilding students' sense of confidence and connection. This need is specifically addressed by Goal 3 of the LCAP whereby Redwood Academy seeks to establish a positive school climate, one in which students engage with learning and with each other to become confident, healthy, and helpful individuals. Additionally, stakeholder input continues to indicate that Redwood Academy needs to continue to invest resources into science trainings and possibly, at some point, facilities in order to successfully transition to the new science standards and, thereby, allow students to be successful on the state science assessments. This need is specifically addressed, along with the need to continue to align instruction with state standards in other subjects, by Goal 2 of the LCAP. Another need that has been exacerbated by the Covid-19 pandemic is that of building more support to help students' succeed academically. While Redwood Academy students are typically driven to succeed academically, a growing number of students began to struggle to pass their classes during the 20-21 school year. As a result, actions addressing the need for expanded credit recovery options as well as enhanced student supports have been added to help Redwood Academy achieve Goals 1 and 4--goals that are in keeping with our school's mission by aiming specifically to graduate students who are prepared for and enroll in colleges of their choice.

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

LCAP Development meetings with school staff on 3/5/21 and 4/9/21
LCAP Discussion Item at School Site Council Meeting on 2/3/21
LCAP Parent Advisory Meeting on 4/14/21
LCAP Discussion Item at Board Meeting on 5/4/21
LCAP Board Approval on 6/8/21

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

A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

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

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

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

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

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

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

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

Total Expenditures Table

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

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

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

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

Contributing Expenditures Tables

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

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

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

Annual Update Table Year 1 [2021-22]

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

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

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

104 Conflict of Interest Code

adopted 12/1/00; revised 10/12/01; revised 5/21/04; revised 8/11/04; revised 10/20/06; revised 10/24/08; revised 10/8/10; revised 10/7/14, revised 6/8/21

- 104.1 The Political Reform Act, Government Code 81000-91015, requires each state and local government agency to adopt and promulgate a conflict of interest code. The Fair Political Practices Commission (FPPC) has adopted a regulation, 2 California Code of Regulations 18730, which contains the terms of a standard conflict of interest code. The code can be incorporated by reference and may be amended by the FPPC after public notice and hearings to conform to amendments of the Political Reform Act. The terms of the standard conflict of interest code in 18730 and any amendments to it duly adopted by the FPPC have been incorporated by reference by resolution of the Board of Directors of Charter Academy of the Redwoods, along with attached Appendixes A through D, in which members and employees are designated and disclosure categories are set forth, and the place of filing is specified. Such terms and amendments and Appendices constitute the Conflict of Interest Code for the corporation.

Designated employees shall file statements of economic interest with the agency. Upon receipt of statements of the various designated members and employees, the designated agency shall make and retain a copy and forward the original of these documents to the place of filing as indicated on Appendix D attached.

Designated Employees: Under provisions of this Code, designated employees shall file statements of economic interests. The following are designated employees because their positions involve the making or participating in the making of decisions which could affect private financial interests materially. The financial effect of a government decision is material if the decision will have a significant effect on a person or business entity, real property or sources of income held by the designated employees spouse or dependent children and must be reported as though held by the designated employee personally.

Consultants to Charter Academy of the Redwoods hold designated positions under this Conflict of Interest Code and are required to comply with the disclosure requirements described below. The Board of Directors may determine, in writing, that a particular consultant is hired to perform a range of duties that are limited in scope and thus not required to comply with the disclosure requirements described in these categories. Such determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The President shall forward a copy of his or her recommendations to the Board of Directors for their determination.

Appendix A Reference Text of Conflict of Interest Code (Attached)

Designation Position and the Disclosure Category Assigned

1. Disclosure Category 1, 2, and 3 for the following designated positions:
 - Member, Board of Directors
 - ~~Executive Director~~
 - Coordinator III: Chief Financial Officer
 - Co-Executive Director/~~Principal: School~~
 - Attorney for Charter Academy of the Redwoods*

2. Disclosure Category 2 and 3 for the following designated positions:

Principal

Coordinator III: Student Services Coordinator (b)

Coordinator III: Technology

~~Coordinator III: Curriculum~~

~~Coordinator II: Technology~~

Coordinator II: Business/Facilities

Disclosure Categories Identified

1. Investments within the last two (2) years in any business entity which has contracted or in the foreseeable future may contract, with Charter Academy of the Redwoods to provide services, supplies, materials, machinery, or equipment.

2. Income within the last twelve (12) months from any source which has contracted, or in the foreseeable future may contract, with Charter Academy of the Redwoods to provide services, supplies, materials, machinery, or equipment.

3. Interest in Real Property located in whole or in part either within the boundaries of Charter Academy of the Redwoods, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.

Appendix D Filing of Documents

Where reference is made to this Appendix, documents shall be filed with the Office of the Mendocino County Clerk-Recorder, 501 Low Gap Road, Room 1020, Ukiah, CA 95482.